

BUSINESS EDUCATION WORLD

April 1954

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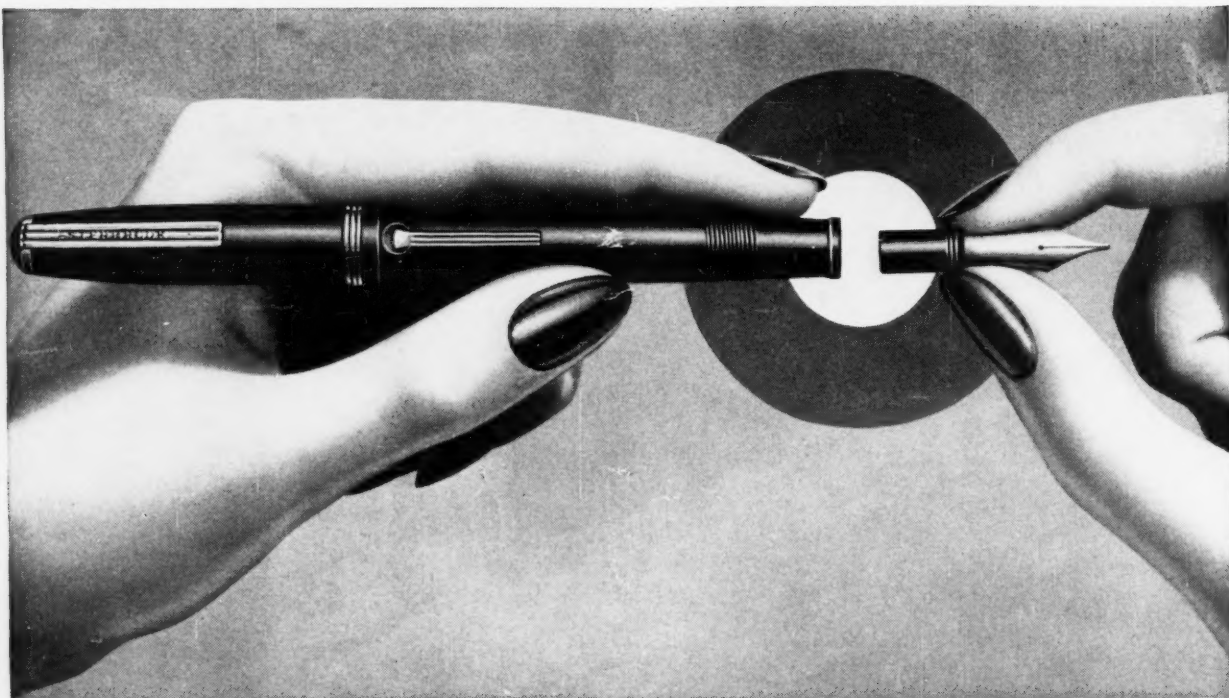
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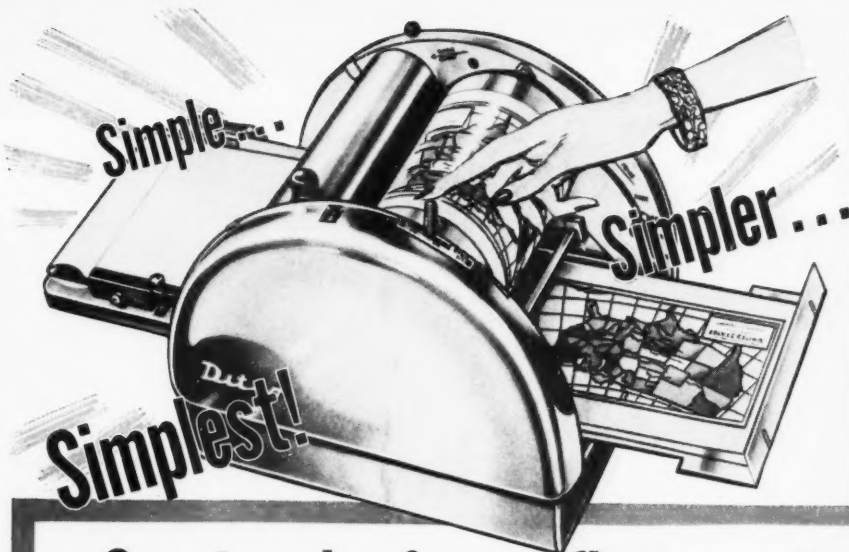
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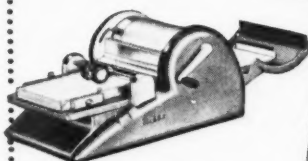
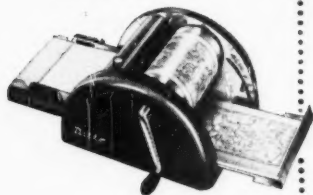
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BUSINESS SCENE

■ Warehouse Store—

Department stores all over the nation have long been waging a none-too-successful battle against the drift of population—and buying power—to suburbs, and against increasing competition from specialty stores.

They have countered the population shift by opening suburban "satellite" stores. But they haven't been able to do much about their loss of trade to stores specializing, say, in appliances, floor coverings, and home furnishings.

• *Recently*, Carson Pirie Scott and Company, big Chicago department store, acted to meet this competition on its own level. In its service building on Chicago's southwest side, it opened a full-time "warehouse store." Here, the sales appeal will be price, simply and solely price.

This is strictly a bare-bones operation. Some 33,000 square feet of warehouse space have been cleared out and cleaned up for display purposes. Purchasers are expected to carry their merchandise away—or pay a delivery charge. But charge account and deferred payment privileges are extended to customers. Even store hours are adjusted to the desires of those who buy for a price. The warehouse store is open from noon to 9 p.m. Mondays through Fridays, from 10 a.m. to 6 p.m. Saturdays. Parking space for 300 cars is scheduled to be enlarged.

• *Variety of Wares*. Merchandise offered is primarily furniture, floor coverings, major appliances, toys, garden equipment in greater variety than the downtown store carries, radio and TV sets, and some soft goods. The offerings fall into three broad classes:

1. Special purchase merchandise—largely home furnishings.
2. Overstocks from the downtown store, items that are "tired from hanging around," floor samples, damaged goods, discontinued goods, and—to a small extent—trade-ins.
3. "Convenience items," such as work clothes, children's play wear.

■ Politics and Taxes—

Politics, more than economics, will set your tax bill. Odds are good that you will pay less in taxes this year than you figured six weeks ago, when Eisenhower's program went to Congress. The picture:

• *Eisenhower's economists* are uncertain on what to do. They still expect a spring pickup in business. If it shows, they will stand by earlier plans, designed to encourage expansion and modernization of production facilities. If it doesn't, they will switch and add cuts to boost retail sales.

But the politicians are certain—politicians in both the big parties. Elections in November will determine who controls the House and the Senate. So, the politicians are out for bigger cuts. Members of both parties buy the idea that business should be encouraged to take risks, produce, make jobs. But the business vote is small, vastly outnumbered by the votes of workers, whether wage or salary. These workers are the ultimate consumers of goods and services. The big push now is to court them, by cutting their taxes.

■ What the Businessmen Are Talking About—

• *The New Champion*. Metropolitan Life Insurance Company has become the world's largest private enterprise. In 1953, its assets passed \$12 billion, topping the almost \$11.8 billion of AT&T, which fell to second place. Metropolitan policies now cover over 37 million people. 1953 sales were a record \$4.1 billion.

• *Amicable settlement* has been reached between Kaiser Motors Corporation and the Cleveland investment banking house of Otis & Company. The fight started in 1948 when Otis withdrew from an agreement to market Kaiser securities. Kaiser sued for \$7 million. Still pending are SEC investigations of the role in the affair of the Otis firm and its leading figure, Cyrus Eaton.

• *Labrador iron mines* are now linked to the Quebec port of Seven Islands by 360 miles of completed steel rails, though 130 miles of the main line remain to be ballasted. Tracks of the Quebec, North Shore & Labrador will probably be ready for full ore traffic in about five months.

• *Hazel Bishop*, who founded a cosmetic company that last year racked up sales of better than \$10 million, backed out of the business—for \$310,000 in cash. The settlement ended her two-year "mismanagement" suit against ad man Raymond Spector, now owner of 92 per cent of the stock in Hazel Bishop, Inc. Miss Bishop agreed to sever all relations with the company and sell her remaining stock (about 8 per cent) to it.

• *Canadian TV sets* now total 640,000. Estimated audience: 2.5 million. The Canadian Broadcasting Corporation operates six stations, private interests two.

• *Records on newsstands* will get a nine-month test. *Popular Science's* distributing company, S-M News Company, will display one popular record per month, either RCA Victor or Mercury, in 1,250 high-traffic outlets mainly in the Northeast.

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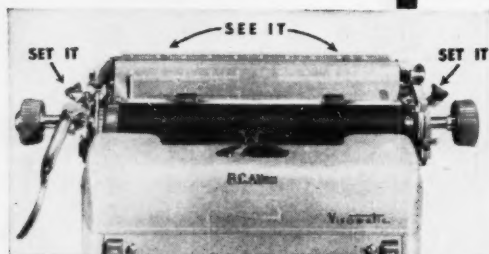
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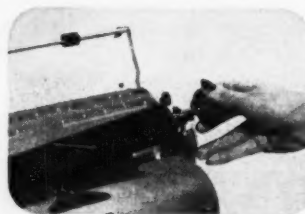
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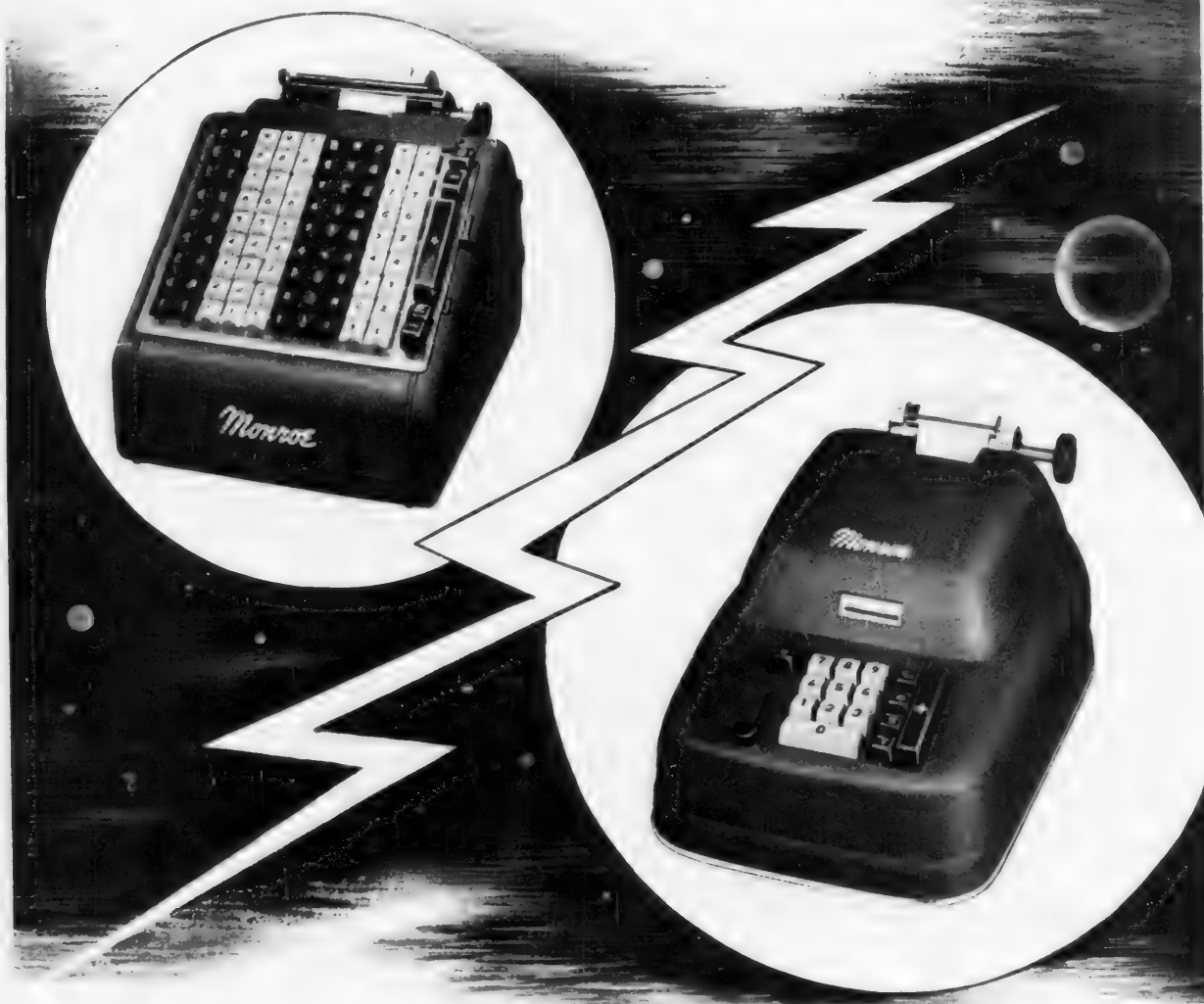
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CALCULATING, ADDING, ACCOUNTING MACHINES

Business Stationery Practices

- Our graduates may do more internal than external correspondence
- Practically everyone makes several carbon copies
- Most carbon work is done on 9-pound copy paper
- White and yellow are the most commonly used copy paper colors

TEACHERS of typewriting, transcription, and business correspondence are interested in knowing about current correspondence practices because such knowledge helps them in deciding what practices should be included, emphasized, or even criticized in courses designed to train office workers.

There are four points of information in which there is general interest and considerable misinformation—

- The ratio of internal to external correspondence in a typical firm.
- The number of carbon copies that is normally made in business.
- The weight of the paper used for carbon copies.
- The color of the paper used for carbon copies.

Through the co-operation of the Technical Division of the National Office Management Association, the practices of 90 business firms were studied in regard to those four points. The firms included both manufacturing (such as shoe manufacturing) and non-manufacturing (such as insurance) enterprises. An analysis of the practices on the basis of manufacturing vs. nonmanufacturing revealed no significant differences; so, the figures were combined for the following report.

■ Internal vs. External—

The firms were asked to indicate the ratio of their internal (interoffice, interdepartmental, interbranch, etc.) correspondence to their external (other business firms, government offices, individuals, etc.) correspondence. They gave 28 different sets of ratios in their replies, with wide variation: the percentage of total correspondence that was internal ranged from 0 to 95; the external ranged from 1 to 100 per cent.

Fifty firms (56 per cent) reported

that they wrote *more external* correspondence than internal; 29 firms (32 per cent) wrote *more internal* than external; and 11 firms (12 per cent) had equal distribution of their mail.

The commonest percentage relationships reported were:

Number Firms	Per Cent Firms	Ratio (In Per Cent) Internal—External
11	12	50 — 50
10	11	40 — 60
8	9	60 — 40
7	8	5 — 95
7	8	80 — 20
6	7	0 — 100

The results indicate that no one characteristic or ratio was common to a majority of the 90 firms; but the results indicate also that internal correspondence is important, at least to some degree, in most firms.

■ Number of Carbon Copies—

Since few firms would have a practice of always making the same number of carbon copies of all their correspondence, the 90 firms were asked to indicate two answers: the *range* (minimum to maximum) and the *usual* number of carbon copies that would be made. They were asked to provide these data separately for internal and external correspondence.

- The Ranges. The 90 firms reported a total of 22 different ranges in the number of carbon copies made for external and 29 different ranges for internal.

The minimum number of copies mentioned for internal correspondence varied from 1 to 5; the maximum number, from 1 to 35. The minimum num-

ber for external correspondence varied from 0 to 4; the maximum, from 1 to 30. Thirty-eight (42 per cent) of the 90 firms *never* made fewer than 2 carbon copies of internal correspondence; 42 (47 per cent) *never* made fewer than 2 carbon copies of external letters. The ranges reported were:

Number Firms	Copy Range (Internal)	Number Firms	Copy Range (External)
8	1-2	12	1-3
7	1-3	12	1-2
7	1-5	12	2-3
6	2-3	7	1-4
5	1-6	5	1-5
5	2-4	5	2-4
4	1-10	4	2-5
48	Other	4	3-5
		4	3-4
		20	Other

- The Usual Number. The 90 firms reported 10 different practices as to "the usual number" of carbon copies made for both internal and external correspondence. Fifty-seven (63 per cent) usually make 2 or more copies of internal correspondence; 59 (66 per cent) usually make 2 or more copies of external correspondence. The number of "usual" copies ranged from 0 to 35. Most common figures:

Number Firms	"Usual" (Internal)	Number Firms	"Usual" (External)
22	2	27	2
16	1	23	1
16	3	22	3
12	4	5	4
24	Other	13	Other

■ Weight of Paper Used—

Of the 90 firms, 59 (66 per cent) use one weight of paper exclusively for all carbon copies; 26 (29 per cent) use two weights; 4 (4 per cent) use three different weights; the remaining firm gave no information.

DR. IROL WHITMORE BALSLEY

Formerly of
Indiana University

• *The weights used varied considerably*—4½, 8, 9, 10, 12, 13, 14, 16, and 20 pound. A few firms listed "onion-skin" or "tissue" without identifying the precise weight. For carbon copies of internal correspondence, 42 (47 per cent) used only paper that was 10-pound or lighter; for external correspondence, 49 (54 per cent) used only 10-pound or lighter.

• *For internal correspondence*, firms reported 25 different practices as to weights of paper used for carbons. Fifty-seven firms (63 per cent) always used the same weight.

In 22 firms, the weight or weights of carbon paper used for file copies was different from that used for other carbon copies; 19 of these 22 firms used a heavier paper (either exclusively or in combination) for file copies than they used for other carbon copies. For example, 6 firms used 16-pound stock for file copies and 9-pound stock for other carbon copies; one firm used both 13- and 9-pound paper for file copies and 9-pound for other copies. Representative data, all related to carbons of *internal* correspondence:

File-Copy Weights	No. Firms
9 pound, exclusively	32
9 pound, not exclusively	3
16 pound, exclusively	20
16 pound, not exclusively	2
13 pound, exclusively	5
13 pound, not exclusively	1
Other Copies' Weight	
9 pound, exclusively	33
9 pound, not exclusively	0
16 pound, exclusively	9
16 pound, not exclusively	1
13 pound, exclusively	8
13 pound, not exclusively	0

The general preference for using 9-pound copy paper is obvious.

• *For external correspondence*, 24 firms use a different weight of paper for file copies than for other carbons. Of these 24 firms, 20 use heavier paper (either exclusively or in combination) than they use for other carbons. For external correspondence, the firms reported 28 different practices; 60 companies use just one weight for all carbons of external correspondence. Data on "external" carbon copies:

File-Copy Weights	No. Firms
9 pound, exclusively	37
9 pound, not exclusively	1
16 pound, exclusively	16
16 pound, not exclusively	1
13 pound, exclusively	11
13 pound, not exclusively	2
Other Copies' Weight	
9 pound, exclusively	47
9 pound, not exclusively	1
16 pound, exclusively	11
16 pound, not exclusively	1
13 pound, exclusively	6
13 pound, not exclusively	2

Again, as in the paper stock for carbon copies of internal correspondence, the preference is for 9-pound copy paper stock for external.

■ Color of Paper Used for Carbon Copies—

There are many different colors used for distinguishing carbon copies of correspondence—8, to be precise: white, green, buff, orange, yellow ("golden-rod" and "canary" were tallied as yellow unless other shades of yellow were listed by the same firm), pink, blue, and ivory. No one firm used more than six colors, however:

35 firms used 1 color
34 firms used 2 different colors
12 firms used 3 different colors
2 firms used 4 different colors
2 firms used 5 different colors
3 firms used 6 different colors
2 firms gave no information.

Of the 35 firms that used just 1 color, 25 used white; 7, yellow; 2, pink; and 1, buff. Of the 34 firms using 2 colors, 24 used yellow and white; 4 used buff and white; 2 used green and white; and 2 used other combinations of color. Of the 12 firms using 3 colors, 6 used yellow, pink, and white; 2 used white, blue, and yellow; 2 used yellow, green, and white; and 2 used other combinations of color.

Of all 90 firms, 58 (64 per cent) used the same color or colors for all purposes; 24 (27 per cent) used different colors for different purposes.

Sixty of the firms (67 per cent) used the same color for file copies of both internal and external correspondence; 22 (24 per cent) used a different color for the file copy of internal correspondence than for the file copy of external correspondence.

For other copies, 68 firms (76 per cent) used the same color or colors for both external and internal correspondence; 10 firms (11 per cent) used different color plans.

White copy paper was used by 76 companies (25 exclusively, 51 not exclusively). Yellow was second most popular: it was used by 50 firms (7 exclusively, 43 not exclusively). White was used by more firms for all purposes than was any other color, but it was used exclusively by fewer firms for file copies than for other carbon copies. Some pertinent data:

File Copies' Color	Number of Firms	
	(Int.)	(Ext.)
White, exclusively	29	36
White, not exclusively	17	12
Yellow, exclusively	22	10
Yellow, not exclusively	8	15
Other Copies' Color		
White, exclusively	61	53
White, not exclusively	6	6
Yellow, exclusively	8	9
Yellow, not exclusively	6	5

Of the firms that used more than one color of paper for carbons, some used one copy exclusively for the file copies and other colors for the other carbons (for example, yellow for file copies and yellow, white, and green for the other copies). Conversely, some used varying colors for the file copy but some one consistent color for other carbon copies.

■ Implications of These Findings—

What does it all add up to? There seems to be little consistency in the data; yet, although no positive and clear-cut conclusions can be made as to the correspondence practices of all 90 business firms, certain implications for the teacher may nevertheless be pointed out.

• *Diversity.* Students should be made aware of the diversity of practices. While it is not practicable for students to get experience in every kind of practice, yet they can be made aware of the existence of the many practices through comments by the teacher, bulletin board displays, and so on.

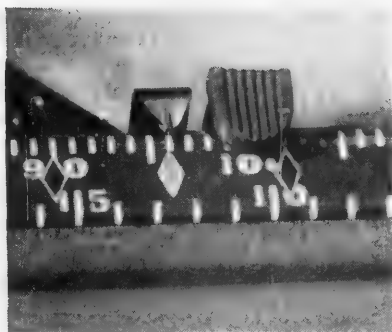
• *Internals.* The instruction provided in typing and transcribing courses should be such as to insure that the students can handle internal correspondence with as much efficiency as external correspondence.

• *Multiple Carbons.* Students should be given ample opportunity to handle—and expeditiously—several carbon copies of correspondence. They should be able to assemble and disassemble stationery for multiple copies quickly, to type with the evenness of touch necessary to make each copy clear, to make corrections skillfully, and to make any machine adjustments that may be necessary to make all copies as clear as possible.

• *Weights.* Students should be taught that they may have to handle many different weights of copy paper. They should understand what is meant by such terms as "9 pound" and "16 pound." They should have experience in using lightweight copy paper, since different weights present different problems in assembling, in making corrections, and in machine adjustments.

• *Color.* Students should know that different colors of copy paper are used in business offices, that some firms use several different colors. Students should find out why colors are used, should know about distinctive colors being used to identify internal routing of carbon copies. Displays of different colors of copy paper will help impress the importance of color upon the student's minds if the use of different colors in the classroom is impracticable.

• *In general*, clearly the matter of stationery practices is too complex to be left unmentioned, untaught. Those responsible for typing, transcription, and business correspondence certainly should plan together for systematic presentation of such information.



ABOVE: Closeup of new press-top margin-stop button. RIGHT: 1, touch control; 2, new margin scale; 3, long writing-line scale; 4, line-space gauge, with big numerals; 5, shifted ratchet release; 6, scales, calibrated from zero; 7, Jack-knife lid, releasing platen; 8, carriage-control thumb piece; 9, flai ribbon cover; 10, margin stop; 11, carriage-frame pointer; 12, new key.



There's a New Underwood

The margin stops are no longer "cross-handed," you can't gum up the type bars, and the new touch is practically electric

IN ITS FIRST all-new manual typewriter since the War, Underwood has stepped up—and perhaps to the fore—in the race for leadership in the typewriter industry. The new Underwood 150, its husky lines softened by rounded contours and a decorous two-toned gray, offers new design, new features, certain to attract a lot more typists to the roster of Underwood enthusiasts.

■ Easier Margin Setting—

Has the machine retained its famous, identifying "see what you are doing" front-set margins? Yes, and improved them considerably.

• *Heretofore* the stops and scale have been on the frame of the machine, easy to see and easy to use, but with some disadvantages: there was "cross-hand" margin setting—the left-hand stop controlled the right margin, the right-hand stop controlled the left margin; there had to be two separate margin-release keys; there was a seeming con-

flict in the scales, two reading left to right and one reading right to left.

• *But now* the stops and scale have been shifted onto the front of the carriage; thus, the advantages of front-set margin stops are retained without the disadvantages: no cross-hand setting; just one margin-release key; and *uniform*, calibrated space scales.

• *To set a margin stop*, you depress the stop's button, slide the unit to right or left, and release the button when the metal arrowhead reaches the desired point on the margin scale.

• *Also retained* are two other Underwood exclusives: the diamond guides for 5-, 6-, and 7-inch writing lines; and the automatic line-centering scale.

■ Many, Many Refinements—

There are (literally) hundreds of changes, some major and some minor.

• *Zero Point.* The paper guide sets at either of two points—where it will center the paper in the carriage (yes, the centering scale on the paper table has been retained) or where it will edge at zero on the scales (the zero point is now indicated, too).

• *The carriage* will take 11-inch-wide paper comfortably and type on 10 $\frac{1}{4}$ of the 11 inches.

• *The segment* (metal plate through whose slots the typebars move) is now

completely vertical. Gone is the shelf on which, on most machines, dust and grit and erasure crumbs collect to slow the typebars and make them jam.

• *The line-space gauge* stands way up, tall, easy to reach; and the 1-2-3 markings are bigger and clearer than you ever saw on a typewriter before.

• *The front plate* that you open to get at and clean the type is now an easy-opening hinged door. It is wide, gives direct access to the whole width of the type basket. The door is so big it covers and protects the whole keyboard during type cleaning.

• *The ratchet release* has been moved inside the end of the carriage, out of the way of the carriage-release lever.

• *The plus-equals key*, long available as an extra, has been made part of the standard keyboard (12, above).

• *Surer paper feed* results from a series of changes in the paper-feed mechanism. There are five paper-feed rolls now, instead of the usual four; the "pan" (that curved plate between the rolls and the platen) now adjusts automatically to the thickness of a carbon pack. So, surer feeding, less straightening, less slipping when turning the paper back; no roller marks on carbon packs, less "treeing."

(Continued on page 39)

Exploring More Mysteries In Transferring

★ If they're going to transfer it, they'll do it quickly

★ Most students transfer in 5 periods and increase their speed 10 per cent during those five periods

LADDIE J. FEDOR

Struthers (Ohio) High School

ALTHOUGH WE HEAR of more and more schools that are getting whole roomfuls of electric typewriters (lucky schools!) most of us have to get along—for the present, at least—with fewer electrics. So, we face the problem of finding the most efficient method of using the machines at our disposal. If you join a circle of typing teachers who have just a few electrics, you hear questions like these:

"How many periods does it take for a manual operator to equal on the electric his skill on the manual?"

"If he boosts his skill on the electric, how long will it take him to reach his new level when he is on a manual?"

"Should I work out a rotation plan that puts each student on an electric for one or two or three weeks?"

"Can you zigzag a student from manual to electric to manual to electric, and so on, so that the switching around will do something to his skill?"

The writer, intrigued by such problems, undertook an experiment with 70 high school learners. He found the following answers to those general questions:

How long to equal on an electric the best previous 5-min. manual rate?	64% did it within 5 class periods 19% more did it within 15 periods 17% didn't make it in 15 periods
How long to add 10 per cent to the best previous 5-min. manual rate?	54% did it in the original 5 periods 29% more did it in the 15 periods 17% didn't make it in 15 periods
How long to regain on a manual the new rate developed on the electric?	65% did it within 5 class periods 10% more did it in the 15 periods 25% didn't make it in 15 periods
How long to add 10 per cent more to the newly gained 5-min. manual rate?	57% did it in the original 5 periods 6% more did it in the 15 periods 37% didn't make it in 15 periods
What was the effect on the class average accomplishment, 5-min. rates?	33.4 net wam at start of 6 weeks 41.5 net wam at end of 6 weeks 8.1 net wam (24.3%) average gain

Before discussing the implications of these findings, let us review the nature of the experiment and probe among some of the substantiating statistics.

■ Nature of the Experiment—

The writer had five electric machines he could use during the second semester of typing. He had four classes, all of whom had had their first semester's instruction on manual machines. In a previous experiment, he had used a one-week rotation plan;* now he had enough machines to work out a schedule whereby students could each have three weeks' use of the electrics, and so he developed such a schedule.

- *Records of students' timed writings* were maintained daily for the three weeks preceding each student's turn on an electric, for the three weeks he was on the electric, and for the three weeks following. Although the writer uses only *gross* rates in his class administration, all scores were converted to *net* rates for the purpose of reporting the results here. Complete records were available for 70 students in their transfer to the electrics and for 68 of the 70 students in their subsequent retransfer to the manuals.

- A *routine* for orienting the students to the electric machines had been developed some time ago by the writer. At the start of the term, movies and slides and personal demonstrations had set a foundation of general understanding. As each student transferred to an electric, he devoted his *first two class periods* to doing special drills prepared by the writer, independent of the class activity. (To make certain that no student would fear "missing something" by working independent of the class, the writer gave no "new instruction" during any of the orientation periods.) After the two days' orientation, the student rejoined the class for its regular, routine activities; he was "just another student on just another typewriter."

- *No selection* was exercised, except negatively. Having found that participation in extracurricular activities (having the lead in a class play, for example) interfered with normal patterns of growth, the instructor did not permit any student to shift to an electric at a time when he was preoccupied with outside activities. Other than that one precaution, no selection or restraint was exercised. The students did not know they were taking part in an experiment and were not unduly motivated.

- A "*base rate*" in operating the manual machine was

* Laddie J. Fedor, "Exploring Some Mysteries in Transferring the Skill of Manual and Electric Typists," *BUSINESS EDUCATION WORLD*, October, 1952, pp. 83-84.

the Skill of Manual and Electric Typists

- ★ It's entirely possible to zigzag students between the two machines, jumping speed with each zig and zag
- ★ Slow students find it easier than experts do to transfer

determined for each student just prior to his taking his turn on the electric. Like all figures reported here, this rate was determined from accomplishment in 5-minute writings on new copy. It was a double figure, like 37/30—the first, the highest *gross* speed the student had achieved; the second, the highest *net* speed the student had achieved *twice* (once could be attributable to accident or easy copy).

To give him a sense of direction, the student was given a specific goal: to equal his gross speed and, *at the same time*, to surpass the net speed by 10 per cent. Thus, the 37/30 student would have 37/33 as his goal. Similar directions were given when the students retransferred to their manuals; each was given a new base rate from his electric accomplishment and a new goal. For example, the 37/30 student may actually have achieved 40/35 on the electric; in that case, 40/35 became his new base, and 40/38.5 his new goal.

■ How Long to Equal the Manual Rate—

Regardless of the students' goals, the writer's first objective was to find out in what period on the electric machines the students reached their manual base rate. The data began with the third class period, since the first two periods were used in independent orientation.

WHEN 70 STUDENTS EQUALLED ON ELECTRIC MACHINES THEIR BASE RATES FOR MANUAL OPERATION

Net Speed of the Students	3rd Per.	4th Per.	5th Per.	6-15th Period	Not in 15 Per.	Total Cases
To 19 wam	1		1		1	4
20-29 wam	9	7	2	3	2	23
30-39 wam	7	6	5	6	7	31
40-49 wam	2	2	1	4	2	11
50 up		1				1
Totals	19	17	9	13	12	70
Percentages	27	24	13	19	17	100
Average speed	30.5	30.5	31.6	35.0	33.6	33.4

In the first week (two periods of orientation and the third, fourth, and fifth periods), then, 45 of the 70 students, or 64 per cent, achieved their manual base rates on electric typewriters. Thirteen more, scattered in a desultory fashion, managed to come up to the same level in the following 10 periods of routine classroom activities; 12 others

never did equal their manual base rate. In brief, the odds are that two-thirds of the students will equal their manual skill in a single week on electrics.

■ How Long to Surpass the Manual Rate by 10 Per Cent—

The writer next investigated the students' records to see how many were able, during their 15 periods on electrics, to achieve their goal of equalling their former peak speed *and* add 10 per cent to their base net rate.

WHEN 70 STUDENTS ON ELECTRIC MACHINES SURPASSED BY 10 PER CENT THEIR MANUAL BASE RATES

Net Speed of the Students	3rd Per.	4th Per.	5th Per.	6-15th Period	Not in 15 Per.	Total Cases
To 19 wam	1	1				2
20-29 wam	4	2	3	7	1	17
30-39 wam	5	9	4	8	4	30
40-49 wam	1	2	3	5	5	16
50 up	1	2			2	5
Totals	12	16	10	20	12	70
Percentages	17	23	14	29	17	100
Average speed	31.7	36.3	33.3	34.2	40.6	35.2

He found, as the table shows, that 38 of the 70 students, or 54 per cent, not only equalled their manual base rate during the first week but actually jumped it 10 or more per cent during that same week. It is interesting to note that every student who equalled his base rate also boosted his rate 10 per cent, even though it took some of them the full three-week period to do so; the only dissidents were the 12 students who were unable to equal their former rate.

■ How Long to Regain New Base Rate on the Manuals—

Turning next to the records that students made when they were retransferred to their original manual machines, the writer found an amazing similarity to the data for the first transfer to the electric machines. Whereas 64 per cent of the students equalled their base rates in the first week on electrics, 65 per cent—just one more per cent!—equalled their new "electrified" base rates within the first week back on the manuals.

Adding together the data for the third, fourth, and fifth periods, which conclude the first week, we find that 44 of the 68 students, or 65 per cent, succeeded so quickly in equalling their new base rates.

**WHEN 68 STUDENTS EQUALLED ON MANUAL MACHINES
THEIR NEW BASE RATES FOR ELECTRIC OPERATION**

Net Speed of the Students	3rd Per.	4th Per.	5th Per.	6-15th Period	Not in 15 Per.	Total Cases
To 19 wam	1				1	2
20-29 wam	6		2			8
30-39 wam	8	8	5	2	5	29
40-49 wam	7	4	1	5	8	25
50 up		1			3	4
Totals	23	13	8	7	17	68
Percentages	34	19	12	10	25	100
Average speed	33.5	38.3	34.7	42.4	40.3	37.2

In the course of *three* weeks, three-quarters of the students shared that success; for them, the experience of using the electric typewriters was richly rewarding—it boosted their basic manual operating rate at least 10 per cent in each instance. Can use of the electric boost manual rates? Clearly, *yes*.

■ **How Long to Add Another 10 Per Cent on the Manuals—**

Inasmuch as the students, back on the manuals, were trying to add a 10 per cent bonus on their new base rates, the writer determined how many of them succeeded within their first three weeks back on the manuals. More than half did.

■ **WHEN 68 STUDENTS ON MANUAL MACHINES SURPASSED
BY 10 PER CENT THEIR ELECTRIC BASE RATES**

Net Speed of the Students	3rd Per.	4th Per.	5th Per.	6-15th Period	Not in 15 Per.	Total Cases
To 19 wam					1	1
20-29 wam	1	1	3		1	6
30-39 wam	7	7	7	1	6	28
40-49 wam	6	2	4	3	10	25
50 up		1			7	8
Totals	14	11	14	4	25	68
Percentages	21	16	21	6	36	100
Average speeds	37.6	35.9	41.6	46.7	42.6	41.5

In the course of the three weeks, all but 25 students (36 per cent) were able to pyramid their gains with another boost of 10 or more per cent atop the gains they had made on the electrics; 39 of the 68 students (58 per cent) made this achievement within the first week back on the manuals.

■ **The Effect of the Student's Level of Skill—**

Does the slow or the rapid typist adjust more quickly to the alternate machine? Which profits most by "switching" machines? To find out, the writer analyzed much data.

• *Slow typists* adjust to the alternate machine more readily than superior students do, by and large. (There are some notable exceptions, of course.) The table shows that more "slow" typists (those typing below the class average) were able to transfer their typing rates to the alternate typewriters than "fast" typists (those typing above the class average). Moreover, more "fast" typists were unable to equate their base rates within the 15-period attempt.

HOW RAPIDLY STUDENTS ADJUST TO NEW MACHINES

<i>On the electric machine:</i>	<i>Slow</i>	<i>Fast</i>
Reached manual rate in periods 3-5	75.0%	50.0%
Reached manual rate in periods 6-15	12.5%	27.0%
Did not reach manual rate in 15 periods	12.5%	23.0%
<i>On the manual machines:</i>		
Reached electric rate in periods 3-5	82.0%	48.0%
Reached electric rate in periods 6-15	4.0%	17.0%
Did not reach electric rate in 15 periods	14.0%	35.0%

• *Fast typists* appear to profit more from the experience of using the electrics as a skill booster. The writer found that the *average* net speed of all the students who were below the class average at the outset of the experiment was 25.3 net words a minute; six weeks later, after three weeks on an electric and three weeks on a manual, the average net speed of this group was 32.5 wam, for a 6-week gain of 7.2 net words a minute. The above-average group did much better: they started at 36.6 wam and ended at 46.4 wam, for a gain of 9.8 words a minute.

■ **Conclusions from the Experiment, and Recommendations—**

• *Suggestions for Teachers.* It is encouraging to note that benefit and growth can result from switching machines at any time and at any level of skill performance—the data reported here were collected not from a single six-week period but from experimentation that spread over a whole semester—the *second* semester—of typing instruction.

This study appears to justify the common use of a one-week rotation plan; by and large, the quick gains made by students were made during their first week on the machines. We can expect students, in their first five periods on an electric, not only to equal their best previous manual-machine performance but even to excel it. Such performance is normal. If exceptions are made, it would seem logical, on the basis of the data reported here, to reduce the time given to slow typists (if time must be reduced somewhere) and to increase the time given to rapid typists (if time can be increased somewhere).

Growth is not inevitable; some students will not be able—or, perhaps, capable of, or willing—to grow.

The study indicates (and perhaps this is the most important fact) that the use of the electric machine as a device to boost skill on manual machines is fully justified and to be recommended. In six weeks, the students sought a 21 per cent increase; they achieved a 24.3 per cent increase, without the benefit of any special class "drive" to that end.

The data show that students trained on electric machines will adjust to manuals just as quickly as students trained on manuals will adjust to electrics. So, the basic idea of training typists more quickly through the use of electric typewriters, with a final transfer to manuals, is practical.

• *Suggestions for Office Supervisors.* Transfer from one machine to another takes time; a simple 10- or 20-minute familiarization routine is not enough to make a manual operator comfortable and "at home" on an electric machine. The data in this study indicate that the transfer will be difficult in direct proportion to the operator's manual skill—the faster he types, the more difficult the transfer—but that the rewards of the transfer will ultimately be in proportion to his manual skill, also: the more skill the operator has before he transfers to an electric, the greater gain in skill and production he will achieve on the electric.

Clearly, the "new" electric operator should be relieved of routine work for an hour or two to become "at home" with his new machine. This time should be devoted to typing familiarization drills of many kinds. It appears likely that the office operator will require between 5 and 15 hours of typing before he is ready to resume full production—and there is some doubt as to whether those hours should be consecutive or spread out over a period of several days.

• *A Final Word.* Fundamentally, what does all the foregoing indicate? That skill built on a manual can be transferred to an electric. That skill built on an electric can be transferred to a manual. That switching students from the one machine to the other can be a wholesome boost to progress. That almost as many students *gain* in skill, and at once, as merely *equal* their skill on the alternate machine. That benefit is accomplished quickly, if at all, in the majority of cases.

Student Projects in General Business (4-7)

IN OUR MARCH ISSUE, we initiated a roundup of practical, interesting projects—"things to do"—that students may undertake in their general business course. The activities were correlated with three unit topics commonly included in general business (advertising, banking services, and brands and weights).

This month we present projects and activities for four more unit topics; and, as last month, the suggestions are classified in seven groups (A-G) under each topic so that the teacher may know at a glance the contribution of the project or activity to the objectives of the course. These activities are the writer's revision and expansion of suggestions that originally appeared in this magazine's well-known Q-SAGO series of some years ago.—Alan C. Lloyd.

UNIT: Buying an Education

Based on an article by Dr. Jessie Graham in the November, 1950, BEW

- A. *Understanding the nature and services of business*
 1. Poll: Vocational objectives of class; analyze in terms of educational requirements.
 2. Interviews: The schooling required to become a . . .
 3. Chart: Stepladder of educational institutions, being sure that private schools, trade schools, etc., are included.
 4. Diagram: How our school system is organized (showing departments, administration, etc.).
 5. Survey: Vocational fields related to school departments (interview teachers and students, contrast replies).
- B. *Appreciating importance of business to a community*
 6. Map: Location of educational institutions in community.
 7. Map: Location of colleges, etc., in tri-state area.
 8. Directory: Names, addresses, phone numbers of alumni who are currently studying beyond the high school level.
 9. Panel: Our community facilities for self-education.
 10. Skit: When the schools closed down before the end of the school year and no one could get a diploma.
 11. Visitor: Businessman reviews educational backgrounds of members of his staff, relates education to salary.
 12. Panel: Why we have a high school (or, evening school).
- C. *Understanding the interdependences of our economic system*
 13. Panel: Why some education is paid for at public expense and some is paid for at private expense.
 14. Debate: Should all colleges be state supported?
 15. Visit: To another school, college, night school, by committees; report on similarities and dissimilarities.
 16. Skit: Dad couldn't get help for his store (or office); or, the young doctor couldn't get a medical secretary.
- D. *Fulfilling the role and responsibility of the consumer*
 17. Report: The cost of a year of high school education.
 18. Survey: How much school tax our parents paid last year.
 19. Survey: How much our alumni are paying for tuition.
 20. Report: Ways to earn money while attending college.
 21. Skit: A day at the XYZ College.
 22. Pantomime: Joe watches TV, Jim does his homework.
- E. *Exploring business careers related to the unit topic*
 23. Assignment: My special abilities and interests, and the careers that they suggest I investigate.
 24. Report: How the ability to type plays a part in getting started in the career field of one's choice.
 25. Visitor: School's guidance counselor, on studying oneself and matching skills with opportunities.
 26. Chart: Vocational opportunities for students taking different curriculums in the high school.
 27. Assignment: Interview with someone, to ascertain whether

he would recommend his career field; its requirements, pay.

F. *Improving personal skills*

28. Contest: Reading perception (quiz on a quickly read paragraph, followed by discussion of reading for understanding).
 29. Bee: Expenditures in a collegian's day (see "The Arithmetic Bee," by Irving Rosenblum, in last month's BEW).
 30. Graph: How the cost of education is mounting.
 31. Graph: Comparative expenditures of four alumni at colleges.
 32. Pie-Chart: What last year's graduates are doing—so many in college, so many in the Services, so many at work, etc.
 33. Report: What a "term paper" is and how it is done.
- ## G. *Improving personal traits*
34. Assignment: What I will have to do (study, work harder, etc.) if I am to be eligible for a college education.
 35. Panel: The Benjamin Franklin plan for self-improvement; or, are our habits already permanently fixed?
 36. Skit: Susan's long-forgotten uncle left her a fortune.
 37. Panel: How do extracurricular activities help a person get ahead after he has left school? True of college also?
 38. Notebook: My plans for my future education.
 39. Reports: How our community library (zoo, planetarium, educational broadcasts, etc.) enable us to educate ourselves; what we must do to profit by their services.
 40. Display: Pictures of college life.

UNIT: Local Transportation

Based on an article by Esby C. McGill in the June, 1948, BEW

- A. *Understanding the nature and services of business*
 1. Display: Clippings of newspaper articles dealing with current problems in local transportation (strikes, costs, etc.).
 2. Poster: Mounted pictures showing all types of local transportation, from buses to milk wagons.
 3. Poll: Number of parents engaged in working in local transportation industries.
 4. Poll: Facilities we use (to get to school, to work, etc.).
 5. Hobby display: Miniature models of trains, wagons, etc.
- B. *Appreciating importance of business to a community*
 6. Assignment: How I could get to school (or, my father get to work) if the bus broke down, or a storm occurred, etc.
 7. Interview: Is the trucking (or other) industry growing?
 8. Report: What real estate men say about the importance of transportation in developing a new presidential section.
 9. Map: Local community, showing bus (or other) routes.
 10. Map: How local community is linked to the outside world.
 11. Diagram: Tracing the delivery of a package of breakfast cereal (or local product) from time it is manufactured.
- C. *Understanding the interdependences of our economic system*
 12. Skit: When the blizzard (or flood) struck here.
 13. Report: How transportation facilities helped our community get started; where do we grow from here?
 14. Debate: Should bus drivers (or others) be allowed to strike? Or, should all public transportation be municipally owned?
 15. Report: What kind (age, sex, income, etc.) of persons ask to have their groceries delivered to their homes?
 16. Report: Importance of trucking, to a department store.
- D. *Fulfilling the role and responsibility of the consumer*
 17. Chart: How we can help improve bus services.
 18. Report: How fares and rates are determined.

19. Skit: I wouldn't want to be a bus driver.
20. Visitor: Why you should order coal (etc.) early.
21. Essay: How modern transportation facilities contribute to raising the standard of living in our community.
22. Panel: Transportation and the purchase of a new home.
23. Graph: Comparative transportation costs (car, taxi, bus).
24. Report: Who pays to have your new piano delivered to you?
- E. *Exploring business careers related to the unit topic*
 25. Picture Graph: Kinds of transportation employees.
 26. Interviews: Advantages and disadvantages of each of many transportation jobs, from truck dispatcher to milkman.
 27. Diagram: Career stepladder in transportation industries.
 28. Assignment: Analysis of a transportation job—its duties, pay, prerequisites, opportunities, etc.
 29. Report: Government jobs in transportation.
- F. *Improving personal skills*
 30. Panel: What personal skills are needed in transportation jobs? (accuracy, mathematics, safe driving, etc.).
 31. Observation report: Skills our bus (or other) driver uses.
 32. Game: Change making (mental math) for a bus conductor.
 33. Contest: Ability to note details in flash situations.
- G. *Improving personal traits*
 34. Demonstration: Good and poor manners in meeting public.
 35. Essay: The most courteous driver I ever met.
 36. Recording: Thirty minutes on a bus (or truck, etc.).
 37. Display: Clippings of recognitions, etc., given to persons engaged in transportation industries.
 38. Skit: Mother didn't buy the Cake Special.
 39. Chart: Rating of drivers on a courtesy check list.

UNIT: After-School Employment

Based on an article by Dr. William Polishook, in the December, 1949, BEW

- A. *Understanding the nature and services of business*
 1. Chart: The part-time jobs of members of our class.
 2. Survey: To determine whether upperclassmen have more part-time jobs than underclassmen; types of jobs.
 3. Poster: Requirements of eligibility for part-time work.
 4. Report: How our D.E. co-ops schedule their part-time work.
 5. Graph: Salary ranges in different part-time jobs.
 6. Panel: How I got my after-school job, and what I do.
- B. *Appreciating importance of business to a community*
 7. Map: Community, showing location of stores that employ after-school and Saturday workers.
 8. Report: What businessmen think of part-time workers.
 9. Display: Sources of information on part-time jobs.
 10. Poll: Amount earned by our class members, and how they spend their earnings. How many really have to work?
 11. Panel: Who should not take an after-school job? Is making extra money more important than school activities?
- C. *Understanding the interdependences of our economic system*
 12. Report: How part-time workers help meet the peak needs at special seasons in the XYZ department store.
 13. Skit: Mr. Businessman decides to have a big sale.
 14. Skit: When the grocery boy was late.
 15. Panel: Are high school youngsters dependable?
 16. Visitor: Why I like to hire young workers for my store.
 17. Panel: Could we start a service bureau of our own to care for lawns this summer and snow next winter?
- C. *Understanding the interdependences of our economic system*
 18. Essay: No high school student should work unless . . . (unless he has good health, is up on his studies, etc.).
 19. Report: Digest of state employment laws for minors.
 20. Report: Minimum employment laws and wages.
 21. Poll: What parents think about permitting children to work.
 22. Poll: Do parents think students should keep their earnings?
 23. Panel: Difference between exploitation and opportunity.
 24. Panel: More opportunities for boys or for girls?
- E. *Exploring business careers related to the unit topic*
 25. Chart: Careers related to types of local part-time jobs.
 26. Contest: Name part-time jobs related to specified careers.
 27. Report: Part-time jobs held by successful alumni.
 28. Survey: To determine extent to which part-time workers

did continue in work related to part-time job experiences.

29. Panel: Benefits of part-time work applicable to any future kind of job the worker might undertake.

F. *Improving personal skills*

30. Panel: Skills I use in my part-time job; what I learned.
31. Contest: Problems "like the ones I meet" suggested by members of class who have part-time jobs.
32. Spelling bee: Names of local stores, firms, business terms.
33. Contest: Writing customers' names, etc., rapidly, clearly.
34. Clinic: Students we nominate as most eligible for work.
35. Demonstration: Typing on a part-time job; or, making signs on a part-time job; or, how to make change correctly, etc.

G. *Improving personal traits*

36. Book report: On a book dealing with personality improvement.
37. Report: My daily timetable makes me be efficient.
38. Poster: Pictures showing desirable working traits.
39. Graph: Ratings of whole class as employer would see them.
40. Dramatization: How to apply for a part-time job.
41. Display: Clippings about importance of grooming, etc.

UNIT: Filing (Work Organization)

Based on an article by Dr. Christine Stroop in the February, 1949, BEW

- A. *Understanding the nature and services of business*
 1. Display: Pictures showing many kinds of work organization, from a baby putting away toys to an office filing scene.
 2. Display: How books are arranged in our school library.
 3. Reports: Types of office filing systems, the system used in the school office, the library card catalogue, etc.
 4. Essay: What I file (stamp album, notebook, cards, etc.).
 5. Skit: I can't find Cousin Jim's address (or phone number).
- B. *Appreciating importance of business to a community*
 6. Report: Kinds of filing aids sold at the stationer's.
 7. Display: Pictures of different kinds of filing clerks.
 8. Interview: Graduate who is a file clerk.
 9. Chart: Our permanent records in the high school office.
 10. Poster: Filing is organizing your work.
- C. *Understanding the interdependences of our economic system*
 11. Contrasting Pantomimes: "Who shall we send Christmas cards to this year" and "The Jones Contract, Mary."
 12. Visit: To filing departments of retail store, bank, telephone company, etc., by various student committees.
 13. Demonstration: Use of the telephone directories.
 14. Panel: A filing system for our course (notebook plan).
- D. *Fulfilling the role and responsibility of the consumer*
 15. Demonstration: Using the card catalogue, *Periodical Guide*, encyclopedia supplements, *Statesman's Yearbook*, etc.
 16. Display: Cartoons lampooning inaccurate filing.
 17. Book Review: General contents of filing textbooks.
 18. Panel: On "putting things back," at home and elsewhere.
- E. *Exploring business careers related to the unit topic*
 19. Poll: Of class career plans; indicate which involve filing.
 20. Poster: Want ads on jobs that require filing knowledge.
 21. Chart: Careers that grow out of specialization in filing—as, library work, census work, office jobs, administration.
 22. Demonstration: Business filing, by advance student.
- F. *Improving personal skills*
 23. Game: Arranging cards alphabetically.
 24. Game: Arranging cards geographically.
 25. Game: Arranging cards numerically.
 26. Demonstration: Printing script (as for headings in notebooks, sideheadings on index cards, etc.).
 27. Test: Aptitude for filing.
 28. Drill: Writing names legibly; spelling them correctly.
 29. Contest: Finding things in textbook with use of index.
 30. Quiz: "How would you file—" wide variety of things, as stamps (album), personal news (diary), etc.
- G. *Improving personal traits*
 31. Skit: Maisie uses her own filing system—at home, too.
 32. Report: Importance of personality to a filing clerk.
 33. Panel: What one trait is most important in filing?
 34. Clinic: How each of us can improve the "filing" of our own work and materials day by day.
 35. Assignment: Ten ways in which I can organize my work better than I have been doing.

Two Projects in Business Letter Writing

DR. DONALD J. D. MULKERNE
State College for Teachers
Albany, New York

THE TEACHER of business letter writing, whether it be a course or a unit, needs a full kit of ideas for livening instruction. Students embark on such study with little enthusiasm and with an ill-founded sense of competency in the course content. So, finding ways to shake students from their complacency and to stimulate real interest in the mechanics of writing business letters is important to the success of the course.

■ The Committee Bulletin Board—

There are many projects that do jar complacency and fan interest. One of the most successful that the writer has used is the preparation by committees of bulletin-board displays on which the best and poorest letters are shown and analyzed.

• *This is a classwide project.* Toward the end of the course, after the fundamentals of writing letters have been studied, the class is given six problems, each requiring a letter to be written. So, each student writes these six letters—

1. A letter of inquiry
2. An adjustment letter
3. A claims letter
4. A credit letter
5. A collection letter
6. An order letter

The teacher can readily compose problems suitable to the age and interests of the students. In the writer's own class of college students, for example, the letter of inquiry was to be addressed to a college registrar, to inquire about the institution's graduate studies in a specific area.

The letters handed in are in type-written form with no personal identification on them—not even the typist's initials. Every letter is anonymous; no one is to be embarrassed.

• *Committees are formed,* one for each type of letter; so, there are six committees, each with its own chairman selected by the students in each group.

Each committee is given all the letters of a type—one committee gets all

the inquiry letters; another, the adjustment letters; and so on.

• *The letters are then analyzed* by the committees, and the best and poorest letter in each group is selected. Because the authorship of the letters is unknown, students feel free to evaluate and discuss the effectiveness of each letter. The students consider such features as:

Mechanical format—the appearance and arrangement of the letters.

Grammatical adequacy—punctuation, spelling, word choice, and so on.

The "Seven C's"—completeness, character, courtesy, correctness, concreteness, clearness, consideration.

Each member of a committee reads all his committee's letters and rates them. The combined judgment of each group is used to select the best and poorest letters and to select the specific characteristics that prove the case.

• *Poster displays* are then made of the two specimens, with all committees preparing their displays in the same

manner so that they may be displayed neatly side by side in the classroom. In each case, the best letter is shown at the top, the poorest at the bottom. Slips of papers on which analytical statements are made are linked to the specific point in the letter by black strings pinned to the displays.

Example: "Sympathy and understanding is expressed over the customer's plight." And, "Incorrect date given in reference to the customer's letter." Points are precise: "Comma omitted here" and "A good, courteous opening to the letter."

• *After the six displays are up,* the class tours the exhibit. The chairmen present brief oral reports to the class and justify their committees' choices. The class and instructor are given opportunity to ask questions. In some instances, committees have been unduly critical. Too, it sometimes happens that an error goes undetected, in which case the instructor calls these points to the attention of the class during his final summary of the project.

• *Evaluation.* This letter-writing exercise has always been well received by the writer's students, who usually urge assignment of more projects of a similar nature. The idea of writing letters that will be evaluated by the students and instructor without fear of personal embarrassment has proved to be particularly appealing to students. It is practical, convenient, complacency jarring, rewarding.

■ The Notebook-Scrapbook—

Another project that has proved to be most interesting and very well received by the students is the preparation of a notebook packed with materials dealing with business letter writing. This project may not have a "jarring" effect on students, but it does open the horizon of what they believe to be important elements in writing.

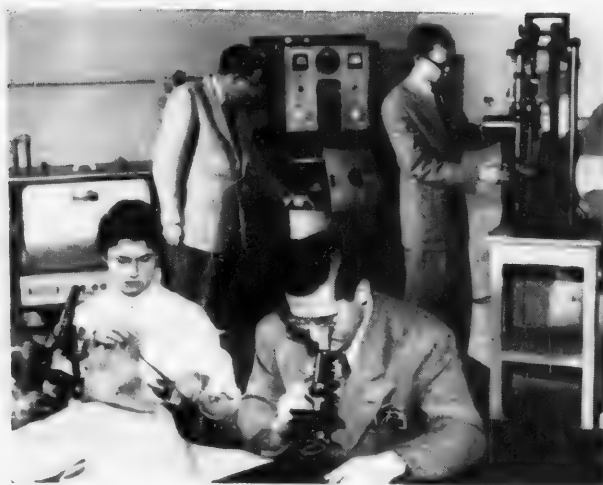
Working with college students, I give them free rein in planning and collecting their materials; and I tell them that the things they collect will

(Continued on page 40)



Focal point of committee work is preparation of a display like this, in which unidentified work is screened for the best and poorest examples, and the characteristics of each is carefully annotated.

New York University Has Developed New Facilities for Retailing Students



TEXTILE LAB is equipped for testing all kinds of fabrics for their serviceability.

NEW YORK UNIVERSITY'S School of Retailing recently celebrated the opening of its new home atop the University's Main Building, at Washington Square. Some 300 guests saw:

- *New quarters*, decorated and newly equipped at a cost of \$75,000, consolidating the School's facilities.

- *Nine classrooms*, each equipped with a sales counter in place of a lecturing stand; a suite of administrative offices; workshops; research laboratories; faculty and student lounges; a kitchen; and a conference room that doubles as a reception and dining area.

- *Color schemes* that vary, from room to room. Examples: chartreuse, rose, and black; navy blue, yellow, and gray; and brown, medium green, and beige. Altogether, 25 colors.

- *Cinder-block walls*, with an eye to future expansion, and natural-wood flush doors.

The University has had a School of Retailing for more than 34 years, during which time it has enrolled nearly 45,000 students and has awarded 1,683 master's degrees. In a typical year, the School trains an average of 1,500 men and women through its day, evening, and summer programs. At present there are 65 day graduate students and 1,413 special and undergraduate students taking retailing courses.

The dean, Dr. Charles M. Edwards, and his assistant, Dr. E. O. Schaller, head up a varied, diversified program including a Master of Science in Retailing graduate course; general retailing courses that undergraduates in the University's other schools may take; and a co-op program worked out with the NYC Merchants Advisory Council. Special workshops are offered in the summer session for both educators and retailers. —*Miriam Rockafeller, New York University*



RETAILING classrooms are equipped with display cases (background) and show cases.



ADVERTISING students sit at work tables for easier development of ad layouts.



STORE TRAFFIC is studied with the aid of a special \$10,000 completely detailed scale-model store.

How to Organize Group Projects for Your Secretarial-Practice Course

REPRESENTATIVE PROJECTS IN SECRETARIAL PRACTICE

1. Visiting offices
2. Surveying office practices in selected business offices
3. Surveying selected office procedures in various offices
4. Preparing synoptic workbooks
5. Preparing specific job kits
6. Collecting office forms and samples of stationery
7. Preparing self-analysis rating or inventory scales
8. Investigating of "case" problems and situations
9. Interviewing employers to learn their "pet peeves," etc.
10. Interviewing employees to learn about their duties, etc.
11. Analyzing local job listings
12. Developing a job-preparation manual or kit
13. Organizing a model office
14. Getting work-experience
15. Preparing job-breakdown instruction sheets
16. Developing integrated office-practice learning units
17. Preparing displays, exhibits, and other demonstrations
18. Sponsoring fund raising
19. Making collections of cartoons, photos, pictures, graphs
20. Preparing posters, flash cards, flannel boards, etc.
21. Making of a filmstrip
22. Writing a radio or TV script
23. Writing an assembly play
24. Serving as secretaries in the school offices
25. Collecting samples of business letters and envelopes
26. Conducting a follow-up survey of graduates' problems
27. Organizing a placement service
28. Giving demonstrations to introductory courses and classes
29. Organizing an office-services company
30. Preparing model office layouts
31. Collecting office instruction manuals from local firms
32. Surveying policies of local business houses
33. Investigating the nonsecretarial duties that secretaries perform

THERE ARE, in general, three kinds of classroom projects: individual ones done by students; individual ones undertaken by teachers; and group projects done by the students and teacher, sometimes involving other school groups or groups outside the school.

Of these three types, *group* projects require the most thought and planning. Let's focus attention on them (especially since group projects often contain within them individual projects for the teacher or students).

■ Before You Even Start—

There are some essentials that must be accounted for before the project starts if you are to have a truly successful group project. These are:

1. The students are "in" on the initial stages of the project.
2. The students are sincerely interested in the project.
3. The students, even the most lackadaisical, see the value of it.
4. The students can *do* the project.
5. The group can complete the project in a reasonable time.
6. The students can set up a good plan of operations for the project.

■ Projects Are Theirs, Not Yours—

Participation by the students is perhaps the big secret to successful project activities. Participation has to be present right from the beginning stages.

A project that grows out of class discussion and is seized upon by the students as their own idea has a much better chance of outstanding success than has one suggested or directed by the teacher. I know one class in which a discussion on the personal services that (the textbook said) a secretary was supposed to perform for her superior threatened a riot: some students said adamantly that their sisters or uncles or friends who were secretaries never, never, *never* had to do the things listed in the textbook; other students hooted them down with "Well, *my* sister is a secretary, too, and she . . ." One hint, "How could we find the right answer?" sufficed to launch an extraordinarily successful and interesting secretarial survey.

DR. CHARLES B. HICKS

Director of Secretarial Studies
College of Commerce and Administration
Ohio State University

It is the project that is suggested and discussed and threshed out by students that succeeds. "What shall we ask them?" and "How can we keep a record of the answers?" and similar queries are signs that the project is not the teacher's but theirs, that it is meaningful, that it will have their solid support.

■ Scale Down the Size of Projects—

Any big project looks mighty formidable to students; but, divided into a number of distinct parts, each of which can be handled separately without difficulty, it may well take on workable proportions.

For example, an over-all project such as ascertaining the "Duties of Secretaries in Our Community" may look like, and may truly be, too big a job for students to tackle. But a number of divisions can be made. For example, one would be to take a map of the business center and to allocate to each student a small group of offices. A further division, even in that regard, might be "Here's a big office building. Let's divide it by floors. Joe can take the first five, Helen the next five, and Marianne the top six."

If the number of students is limited, perhaps the over-all project, too, must be limited, scaled down to "Duties of Real Estate Secretaries in Our Community," with other kinds of secretaries to be scanned by other or later secretarial-practice classes.

■ Plan Out Every Major Step—

A project should be completely visualized at its inception. This does not mean that every item or detail must be visualized from the start, but certainly the major patterns and steps in carrying out the project must be determined and formally listed.

Doing this enables the group to foresee difficulties and plan for them, to make necessary compromises, and to keep the goal of the project in view.

■ Be Sure Assignments Are Specific—

Once the broad step-by-step plan is prepared, it is then possible to allocate specific work to particular individuals or committees, which, in turn, plan out the smaller in-between steps of action and make specific personal assignments. It is wise, obviously, to mount somewhere in the room a full roster, with a clear definition of each person's assignment.

With definite assignments, responsibility is fixed—so, incidentally, is credit for work done, which is a matter of concern to hard-working students. Each participant, knowing his job and knowing that everyone else knows that the job is his, is likely to do it and to do it well. The assignments should be voluntary, insofar as possible, coached by such leading questions as "Who could do this best?" or "Who would prefer this assignment?"

■ Peg the Dates on the Calendar—

Yes, set dead lines. It is necessary to have a time goal as well as a content goal. It isn't enough to agree that "we want to do this"; but, rather, it must be "we want to *have* this by *this* time."

In setting the time goal, it is best to make it just as tight as possible. Yes, due recognition must be given for other things to be done; but the schedule should be tight enough to require an extra ounce of perspiration to meet it. Let participants suggest their own dead lines—or at least mutually agree on them.

■ Require Progress Reports—

To keep each committee active in its responsibility (and this is particularly true in a project that covers a long period of time), set up a schedule of progress reports—daily or every other day, for a short project; weekly, for a month-long project. Each group thus tries to accomplish something to report at each due date.

It is good for the committees to know of each other's progress; the success of one group spurs the others. The

onus of reporting "no progress" is shameful to most students.

The progress-report sessions serve another purpose, too: they enable any group to reveal its problems and difficulties and get the ideas—and often the assistance—of other groups. This is an important learning value in having projects—learning to solve real problems—and should be encouraged at reporting periods.

As students or groups complete assembling some or all their materials—perhaps their charts or graphs or other regalia—it is wise (again, for motivation) to have these evidences of accomplishment displayed for all to behold.

■ Supervise the Project Yourself—

Good supervision is like a particular instrument in an orchestra—if it is there and well played, you don't notice it; but if it's not there or if it's played badly, you know at once.

Projects must be supervised closely—but in a quiet, unobtrusive way. It goes to neither the extreme of *snooper-vision* or *whoopervision*.

Students at work on a project are going to meet many difficulties that they have not experienced before. They may react in a number of ways—give up, take the wrong track, plunge ahead without adequate thought. In such cases, the project suffers. The trick is to know when the help—or prodding—is needed, and to arrange things so that the help or prodding comes from the group rather than from the teacher.

■ Use Praise Liberally—

Students look for commendation. They seek recognition. They want approval. Psychologists have shown many times that among (a) praised groups, (b) admonished groups, and (c) ignored groups, the praised groups do the best and most rapid work every time. (The "b" group comes in second.)

It is not hard to find many things to praise—even in the most mediocre of jobs. The hard thing is to remember to give the recognition desired.

■ Be Firmly Positive—

Even the most difficult project can be completed if each participant has a positive attitude, that "we will do this," which is picked up almost wholly from the teacher's attitude.

There are many negative aspects—problems, difficulties, shortcomings, disappointments—in any project. But if the negative aspects are permitted to overshadow the positive ones, the project will not be completed; it will suffocate from its own parasitic difficulties.

When problems come face to face with seemingly blank walls or dead-end alleys, the solution lies not in, "Oh, that's too bad!" but, rather, in, "Well, then, what are we going to do?"

■ Be Sure of the Front Office—

The first time each project that will take students out of the school is launched, it is wise to consult with the principal first, to seek his advice and to get him in on the ground floor as a supporter and fellow sponsor. He is sure to have suggestions that will help. It is his function to be interested and to be encouraging so long as the project is within the general bounds of school policy.

Convince him of the educational value of the project, and he will then be one of the best community agents for it. He can do much to help, can unlock many doors closed to students.

■ Be Ready for Real Work—

Work, like participation, is one of the fundamental ingredients of a successful group project. No project is completed without lots of work by lots of people. Make no mistake about it: good projects involve much work.

Many hours of activity go into any worthy project; but when many individuals share in these hours, it isn't so bad—which is one principal reason why most projects are done best as group projects.

When the project is considered important, valuable, the hours it requires aren't so hard to take. In a sense, if the other principles are followed—

- participation
- small work units
- step-by-step planning
- definite assignments
- progress reports
- supervision
- praise
- positive attitude
- administrative support

—then the necessary work will readily and naturally be forthcoming.

■ The Windup of the Project—

If the senior class practices for a class play but no one comes to see it, it will be a long time before another class undertakes such a play. If your class conducts a big project and no one is told about it, no one comes to ask about it, no one knows that it was done, no one makes an ado about it, it will be a long time before you can get the class to undertake another project. Moral: *Do* something about it. For example, you can—

1. Duplicate copies of the report; give one to each participant, each report-room teacher, the principal, the businessmen who co-operated.
2. Make booklets for the use of future secretarial-practice classes.
3. Use a digest in the school paper.
4. Send a livened version to the features editor of the town newspaper.
5. Build a display; save it for future corridor displays.
6. Ask students; they'll have plenty of other ideas!

I. Summer School: Directory

IN A FEW MORE WEEKS, thousands of business teachers will be closing up their classrooms, packing their summer wardrobes, and trekking off to college and university campuses. Summer School, 1954, is about to get under way. Each February, BEW takes a poll of the 175 or so institutions that in the past have offered summer courses of interest to business teachers. This year 150 institutions replied [compare with 126 in 1953, 132 in 1952, and 142 in 1951]. The scoreboard:

Of the 150 schools, 87 have master's programs, 27 have doctor's programs—up somewhat from past years:

1954....58%	master's....18%	doctor's
1953....48%	master's....17%	doctor's
1952....51%	master's....20%	doctor's
1951....44%	master's....15%	doctor's

Sixty institutions are offering only undergraduate work; three undergraduate schools offer graduate courses.

■ The Methods Courses—

As usual, methods courses in type-writing, bookkeeping, and shorthand head the list of graduate courses:

Methods in typing.....	32	(21%)
Methods in bookkeeping....	29	(19%)
Methods in skill subjects....	27	(18%)
Methods in shorthand....	23	(15%)
Methods in basic bus.	22	(14%)
Methods in off. practice....	22	(14%)
Methods in all subjects....	21	(14%)
Methods in off. machines....	16	(10%)
Methods in D.E.	15	(10%)
Methods in consumer ed....	13	(9%)

If one combines the scores of the two more-than-one-subject methods courses ("Methods in skill subjects" and "Methods in all subjects") with the single-topic methods courses, the dominance of typing and shorthand is even more apparent:

Methods in typewriting	62%
Methods in shorthand.....	55%
Methods in bookkeeping.....	28%

In general there are a few more combined methods courses and many less "single" methods courses than have been offered in recent years.

■ Other Graduate Courses—

Offsetting a clear lessening of attention to methods courses is an expansion

of other graduate offerings. More than half the 150 institutions have one or more courses in such hard-to-classify topics as general research, thesis research, contemporary literature, principles, workshops, problems, clinics, etc. (all indicated simply as + in the directory). A few outstanding tallies:

The business curriculum	28	(18%)
Admin. and supervision.....	18	(12%)
Guidance in bus. ed.	12	(8%)
Work-experience courses	12	(8%)

■ Free Campus Programs—

As a special service to its area schools, an enrichment for summer-school students, and an inducement to "come see us," many an institution sponsors a special conference that may be attended by teachers free. About the standard number, this summer:

1954.....	28	institutions.....	18%
1953.....	27	institutions.....	21%
1952.....	42	institutions.....	32%
1951.....	30	institutions.....	21%

■ Using the Summer Directory—

In the following columns are given the name, address, inclusive dates, and contact personnel for each institution. Also given are key letters that indicate school offerings:

Key	School Offers—
A.....	Administration and/or Supervision
B.....	Bookkeeping, Methods in
Con....	Consumer Education, Methods in
Com.....	Combined Methods (all bus. courses)
Cur....	Curriculum for Business Education
De....	Distributive Education, Methods in
Dr.....	Doctor's degree program
Gen.....	General Business, Methods in
Gu.....	Guidance in Business Education
M.....	Master's degree program
O.....	Office Machines, Methods in
P.....	"Practice" Courses (Secretarial, Clerical, Office), Methods in
R.....	Regional conference to be held
Sh.....	Shorthand, Methods in
Sk.....	Skill Subjects, Methods in
Ty.....	Typewriting, Methods in
U.....	Undergraduate courses only
W.....	Work-Experience (earn-learn) Course
+.....	And other graduate courses, too

Schools shown in bold-face type give additional information in their advertisements in adjacent columns. All

schools will welcome requests for catalogues and course descriptions.

Summer School Directory

ALABAMA

STATE TEACHERS COLLEGE, Florence. May 31—July 23. Dr. Z. S. Dickerson, Jr. RU
UNIVERSITY OF ALABAMA, University. Two terms: June 7—July 16; July 19—August 20. W. F. Adams, Dean. U

ARIZONA

ARIZONA STATE COLLEGE, Flagstaff. Two terms: June 7—July 9; July 12—August 13. Win R. Hensley, Registrar; Dr. Tom O. Bellwood. MComCurDe
ARIZONA STATE COLLEGE, Tempe. June 7—August 14. Dick Mount. BMTy+
UNIVERSITY OF ARIZONA, Tucson. Two terms: June 7—July 10; July 12—August 14. Dr. E. J. Brown, Dean. MU

ARKANSAS

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: May 31—July 3; July 5—August 7. R. B. Gandy; Marjorie Winslow. U
UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 7—July 16; July 19—August 27. F. L. Kerr, Registrar; R. K. Bent. MSK+

CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. July 6—August 13. J. Evan Armstrong. MTyShComDeB+
CHICO STATE COLLEGE, Chico. June 14—July 23. Wallin J. Carlson; Dr. John G. Smale. Chairman. MCon+
FRESNO STATE COLLEGE, Fresno. June 14—July 23. Wilma F. Wight, Registrar; McKee Fisk. MConPSkCur
SACRAMENTO STATE COLLEGE, Sacramento. June 21—July 30. Dr. William R. Blackler, Chairman; Dr. Harold B. Roberts, Dean. MSKOW+
SAN DIEGO STATE COLLEGE, San Diego. Two terms: June 28—August 6; August 9—August 27. Dr. Charles W. Lamden, Dean; Dr. E. Dana Gibson, Chairman. MTyPW+
SAN FRANCISCO STATE COLLEGE, San Francisco. Three terms: June 21—June 25; June 28—August 6; August 9—August 27. Leo Cain, Dean; Dr. Joseph DeBrum, Prof. MRBCurSkCon+
SAN JOSE STATE COLLEGE, San Jose. Two terms: June 28—August 6; August 9—September 3. Dr. William G. Sweeney, Dean; Dr. Earl W. Atkinson, Chairman. MSHTyCurGenDe+
UNIVERSITY OF CALIFORNIA, Los Angeles. Two terms: June 21—July 31; June 21—August 14. Dr. S. J. Wanous, Chairman. MDrPSkA+



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COLORADO A & M COLLEGE, Fort Collins. June 28—August 20. Walter R. Horlacher, Dean; R. T. Burdick. U

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 14—June 24; June 26—August 20. Roy C. Carson, Registrar; Dr. A. F. Zimmerman, Registrar; Dr. Kenneth J. Hansen, Prof. MBPShTyGenConDeACur+

UNIVERSITY OF COLORADO, Boulder. Two terms: June 14—July 20; July 22—August 25. Helen B. Borland. MDrSkBGenPADE+

UNIVERSITY OF DENVER, Denver. June 21—August 20. Arden Olsen, Dean; Earl G. Nicks, Chairman. MDrOTyShSkBGu+

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Two terms: June 7—June 18; June 21—August 6. H. J. Dorricott; H. E. Binford. MOTyGen+

CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. June 28—August 20. William C. Lee, Dean; Dr. Lewis D. Boynton. U(w)
UNIVERSITY OF CONNECTICUT, Storrs. June 28—August 6. A. L. Knoblauch, Director; Dean Malsbary, Assistant Professor. RU

DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA, Washington, D. C. June 28—August 7. Catherine Rich, Registrar; Sr. M. Alexius Wagner, Chairman. MShAO+

FLORIDA

FLORIDA STATE UNIVERSITY, Tallahassee. Two terms: June 14—August 7; June 14—July 24. J. Frank Dame. MSkWO+

STETSON UNIVERSITY, DeLand. June 21—August 13. Edward C. Furlong, Dean; Maxine L. Patterson, Dept. Head. U

UNIVERSITY OF FLORIDA, Gainesville. June 15—August 7. R. S. Johnson, Registrar; John H. Moorman. MDrOA+

UNIVERSITY OF MIAMI, Coral Gables. Sessions start June 14 and July 26. Dr. Warren Steinbach, Director; Dr. Joseph Young, Chairman. MU

UNIVERSITY OF TAMPA, Tampa. June 14—August 6. Mrs. S. D. Harbert, Registrar; H. A. Heiser, Dept. Head. U

GEORGIA

GEORGIA TEACHERS COLLEGE, Collegeboro. June 9—July 15. Cameron Bremseth. U

UNIVERSITY OF GEORGIA, Atlanta. June 14—August 20. John D. Blair, Registrar; Lloyd E. Baughman, Chairman. U

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 14—August 6. Dean J. F. Weltzin, Director; Dr. Bruce I. Blackstone. MTyA+

ILLINOIS

DE PAUL UNIVERSITY, Chicago. Evening: June 14—August 6; Day: June 28—August 4. Rev. O. Quigley, C.M. U

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 15—August 7. H. H. Heller, Dean; Dr. James M. Thompson. MGenTyO+

NORTHERN ILLINOIS STATE TEACHERS COLLEGE, DeKalb. June 21—August 13. Eugenie Donnelly, Director; Dr. Francis R. Geigle. MATyGen+

NORTHWESTERN UNIVERSITY, Evanston. Two terms: June 18—July 30; August 2—August 21. Dr. William Bradford, Director; Dr. Russell N. Cansler. MDrDeRBSkWP+

SOUTHERN ILLINOIS UNIVERSITY, Carbondale. June 21—August 13. Guy W. Trump, Chairman; Dr. Viola DuFrain. TSh+

UNIVERSITY OF CHICAGO, Chicago. June 21—August 27. John E. Jeuck, Dean; Dr. Ann Brewington. MDr+

UNIVERSITY OF ILLINOIS, Urbana. June 18—August 14. Robert B. Browne, Dean; Dr. Arnold Condon. MDrCurShTyBOA+

WESTERN ILLINOIS STATE COLLEGE, Macomb. Two terms: June 7—July 16; July 16—August 20. Dr. Frank A. Beu, President; Dr. Clyde Beighey. MBGenSk+

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 14—July 16; July 19—August 20. M. E. Studebaker; Dr. Robert Bell. MRCurSkPO

(Continued on page 26)

II. Summer School: Earn Your Way

LAST SUMMER, 136 business teachers got college credit for working in business offices; most of them were paid for it, too, commonly making \$50 to \$60 a week while discovering that yes, they *could* hold down a job.

They were the teachers who registered for "earn-learn" courses, more formally called "work-experience" or "supervised office-experience" courses, in nine of the nation's leading universities and colleges that conduct training programs for business teachers.

Interestingly enough, they were not just local teachers in local business offices; they came from all parts of the United States to all other parts of the country, crisscrossing each other's trails en route, seeking and finding ways to garner income for the summer and yet to get graduate credit and practical work experience, all at the same time.

■ Background of the Idea—

For many years there has been increased urging for more realistic, more "as it really is" training for office occupations. The literature of the office-training field is full of statements that "business teachers *ought* to know what business work is really like," that "business teachers *should* be able to perform the skills they teach"; and, in more recent years, the tone has become more insistent, that "business teachers *must* have occupational experience."

But, with the demand for teachers so great that they are snatched from the collegiate commencement line, when is the fledgling business teacher to get his work experience? In the summers? But school boards *pay* more for teachers with graduate degrees; few do so for the "extra" qualification of having had work experience—so teachers have gone to summer school to collect graduate hours and master's degrees instead of into offices. Naturally.

Besides, the kind of experience that a teacher might get in "any old" office, particularly a local one, might not necessarily be an "added qualification"; the experience ought to be guided, supervised, directed, so that the experience is truly developmental of the teacher's competency.

Among the loudest to criticize the teachers who could not point to a rec-



"COMMENCEMENT ceremony" was tendered four teachers and writer (center foreground) by the teachers' summer employers, Tempe bank officials (standing).



SOME of the teachers who took the earn-learn course at the University of Southern California last summer; Ken Knight (back, left) was co-ordinator.

ord of business employment have been the businessmen themselves. Yet, they have been rather wary of employing teachers, afraid that the teachers might "find fault" might not adjust to taking orders, might not actually be able to hold down an office job; besides, they were not quite sure just what they could do for or with teachers during

the brief summer weeks. Many teachers grabbed the bull by the horns, applied for jobs, got them, and picked up experience and salaries—but no credits.

Then the new movement began: If getting office experience, properly supervised to authenticate its value, is a part of business-teacher training (it was said), then let the schools that specialize in such training provide it—and now they have.

They arranged with the businessmen to open their offices to teachers (as vacation-time replacements for regular

DICK MOUNT
Arizona State College
Tempe, Arizona

Institution	Number Teachers	Credit Hours	Length (Weeks)	Earnings (Weekly)	Weekly Seminar Hours	Offered in 1954	Number Taken	Local Only?
1	28	6	6	\$55	4	Yes	40	No
2	27	6	6	60	8	Yes	30	No
3	26	3	4	50	0	No	0	No
4	19	4	8	65	6	Yes	25	No
5	14	3	5	40	4	Yes	20	No
6	10	3	4	—	0	No	0	No
7	6	2	3	40	2	Yes	10	No
8	4	3	8	70	2	Yes	20	No
9	2	4	8	45	2	Yes	8	Yes
Averages	15	3.8	5	\$47	3		21	

THIS TABLE gives a statistical picture of last summer's work-experience program for business teachers conducted at nine colleges and universities.

employees), to pay them the going wage. They arranged for the workers to meet periodically to discuss and evaluate what they were doing and observing in their work. They arranged to supervise the teacher-workers. They arranged to give them credit on the strength of their evaluations of their experience.

■ What Happened Last Summer—

The writer, using last spring's summer-school directory published in *BUSINESS EDUCATION WORLD*, wrote to eleven schools that announced work-experience programs. Two institutions had "no takers"; a summary of interesting data about the nine other programs is provided in the table at the top of the page.

• *The table shows* that the number of teachers in the program ranged from 2 to 28, averaged at 15. The number of credits ranged from 2 to 6, averaged at 3.8. The number of working weeks ranged from 3 to 8, averaged at 5. The weekly earnings, if any, ranged (averages of the groups) from \$40 to \$70 for each week, for an all-over average of \$47.22. The number of hours each week that the teachers met for (seminar)

discussion of their experiences ranged from none to 8 and averaged at 3—it is interesting to note that the two schools (of the nine) that are discontinuing their work-experience programs are the two that had no seminar program.

• *Other data*, not shown in the table: Five of the nine schools gave only graduate credit; three gave both graduate and undergraduate credit; one gave only undergraduate credit.

The firms that employed the teachers were: banks and financial firms, 13; retail stores, 9; insurance, 9; manufacturers, 7; utilities, 6; municipal governments, 4; wholesale offices, 4; oil companies, 3; transportation offices, 3; hospitals, 2; and, unclassified, 1. Many firms, of course, employed more than one teacher.

• *There appear to be two kinds of work-experiences courses.* The first is the program whose primary objective is to let the teacher flex the muscles of his or her skill, to the end that he will be more skillful and more understanding of the demands made on his own office trainees. The second is one with a broader objective: to help the teacher see the broad scope, the major operating problems, of a whole business enterprise, to the end that they can contribute new understanding to all phases of the business curriculum. (The latter is the type conducted at the writer's school, the University of Arizona, in Tempe.)

■ Looking Ahead to This Summer—

The table above offers good news to those teachers who would like to devote this summer to learn-earning some graduate credits: seven of the nine schools are renewing their program this summer, with an announced capacity of 153 job openings.

Ready, Go!

[*Editor's note:* Since preparation of the foregoing, three more institutions have announced that they will offer earn-learn courses, too. All schools offering the course are identified by the key letter "W" in the Directory.]



EARN-learn teacher is helped by telephone company supervisor.

Summer School: Directory

(Continued from page 24)

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 15—July 16; July 19—August 20. Harry E. Elder, Registrar; Paul F. Muse, Chairman. MSkPOWGuCur-Gen+
INDIANA UNIVERSITY, Bloomington. June 16—August 13. Dr. Elvin S. Eyster. MDrRTy-GenSkA+

IOWA

AMERICAN INSTITUTE OF BUSINESS, Des Moines. Sessions will start June 7 and June 14. E. O. Fenton. U
DRAKE UNIVERSITY, Des Moines. Two terms: June 15—July 23; July 26—August 27. W. Justin Brown, Director; Dr. Herbert W. Bohlman, Acting Dean. MCon+
IOWA STATE TEACHERS COLLEGE, Cedar Falls. Two terms: June 11—August 18; August 18—August 28. Dr. Lloyd V. Douglas, Dept. Head. MDeGenTy+
STATE UNIVERSITY OF IOWA, Iowa City. June 16—August 11. Dean Elmer T. Peterson, Director; Dr. William J. Masson, Dept. Head. MDrPAGenTy+

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 1—July 31. Standlee V. Dalton, Registrar; Dr. Leonard W. Thompson. U
KANSAS STATE COLLEGE, Manhattan. June 1—July 31. Eric Tebow, Director. MU
KANSAS STATE TEACHERS COLLEGE, Emporia. Three terms: April 26—May 27; June 1—July 10; July 12—August 21. E. C. McGill, Acting Director. MRTyBPConDeACurSk+
MARYMOUNT COLLEGE, Salina. Sr. Joseph Marie. U

KENTUCKY

EASTERN KENTUCKY STATE COLLEGE, Richmond. June 9—August 4. W. J. Moore. Dean. M+
MOREHEAD STATE COLLEGE, Morehead. Dr. Nathaniel B. McMillian, Director; Ross C. Anderson, Dept. Head. U
UNION COLLEGE, Barbourville. Two terms: June 6—July 15; July 16—August 22. Milton H. Townsend, Director; Profs. Rena B. Milliken and Elsie Foreman. U
UNIVERSITY OF KENTUCKY, Lexington. June 22—August 13. Frank G. Dickey, Dean; Dr. Vernon A. Musselman. MDrRBComCur+

LOUISIANA

SOUTHERN UNIVERSITY AND A. & M. COLLEGE, Baton Rouge. June—August. J. J. Hedge-mon, Registrar; Dr. S. V. Totty. U
SOUTHWESTERN LOUISIANA INSTITUTE, Lafayette. J. S. Bonnet, Registrar; M. D. Doucet, Dean. U

MAINE

AUBURN MAINE SCHOOL OF COMMERCE, Auburn. June 20—July 29. Paul S. Seavey, Manager; Agnes C. Seavey, Principal. U
HUSSON COLLEGE, Bangor. June 28—August 6. Clara L. Swan, Director. U
UNIVERSITY OF MAINE, Orono. July 6—August 13. Mark R. Shibles, Dean; Dr. Harm Harms. MComSkA

MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 21—July 30. Dr. Wilbur Devilbiss, Director. MSkBAGu+

MASSACHUSETTS

AMERICAN INTERNATIONAL COLLEGE, Springfield. June 28—August 20. C. F. Hansen, Registrar. MGu+

BOSTON UNIVERSITY, Boston. Two terms: June 1—July 10; July 12—August 21. Robert W. Sherburne, Director; Lester I. Sluder, Assoc. Prof. MRshCurGenTyBO+

MICHIGAN

CENTRAL MICHIGAN COLLEGE OF EDUCATION, Mt. Pleasant. June 21—July 30. George E. Lauer, Dean; Claude D. Love, Dept. Head. RU

CLEARY COLLEGE, Ypsilanti. Mrs. Harold Beadle, Registrar; Walter Greig. MU

FERRIS INSTITUTE, Big Rapids. Two terms: June 21—July 24; July 26—August 28. Harold Wisner, Director. U

MICHIGAN STATE COLLEGE, East Lansing. Two terms: June 23—July 30; June 23—August 20. Dean S. E. Crowe, Director; Lyle Maxwell, Dept. Chairman. MRCCom-SkTy.

MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. June 21—July 27. Egbert R. Isbell, Dean; Julius M. Robinson. U

UNIVERSITY OF DETROIT, Detroit. June 28—August 6. Dr. F. A. Arlinghaus, Director; Dr. William G. Savage, Chairman. MSK+

UNIVERSITY OF MICHIGAN, Ann Arbor. Two terms: June 21—July 30; June 21—August 13. Dr. H. M. Dorr, Director; Dr. J. M. Trylten. WBConGenOMDrCom+

WESTERN MICHIGAN COLLEGE OF EDUCATION, Kalamazoo. June 21—July 31. Dr. Elmer Wilds; Dr. Arnold E. Schneider. MCur(w)+

MINNESOTA

MANKATO STATE TEACHERS COLLEGE, Mankato. Two terms: June 7—July 16; July 19—August 21. W. A. Cox, Registrar; Duane McCracken, Chairman. MBGenCur+

ST. CLOUD STATE COLLEGE, St. Cloud. Two terms: June 7—July 16; July 17—August 20. Mary Lilleskov, Registrar; Dr. Clair E. Daggett. MCompConSk+

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 14—July 17; July 19—August 21. Dr. Ray G. Price. MDRSkGenConCurDe+

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. June 2—August 13. Thomas B. Martin, Dept. Head. U

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. Two terms: June 7—July 16; July 19—August 20. Dr. R. A. McLemore, Dean; Dr. J. A. Greene. U

MISSISSIPPI STATE COLLEGE, State College. Two terms: May 31—July 9; July 12—August 14. B. P. Brooks, Dean; O. H. Little, Assoc. Prof. MCur+

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 2—July 9; July 10—August 14. Dr. A. J. Lawrence. MDRTyShOB+

MISSOURI

CENTRAL MISSOURI STATE COLLEGE, Warrensburg. June 7—July 30. Dr. Lucas Sterne, Dept. Head. M+

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville. June 1—August 5. Walter H. Ryle, President; P. O. Selby, Division Head. MSHTyBGen+

NORTHWEST MISSOURI STATE COLLEGE, Maryville. June 1—July 30. Dr. J. W. Jones, President; Dr. S. Surrey, Chairman. U

SOUTHWEST MISSOURI STATE COLLEGE, Springfield. June 2—August 3. Guy H. Thompson, Registrar; W. V. Cheek, Dept. Head. U

UNIVERSITY OF MISSOURI, Columbia. June 14—August 6. Dean L. G. Townsend, Director; Merea Williams. MDRCurGu+

MONTANA

MONTANA STATE COLLEGE, Bozeman. Two terms: June 14—July 16; June 14—August 20. John Blankenhorn, Dept. Head. Com+

MONTANA STATE UNIVERSITY, Missoula. June 14—July 16. E. A. Atkinson, Dean; Brenda F. Wilson, Prof. MCom+

NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 12—August 3. Dean William F. Kelley, S. J. MCur+

STATE TEACHERS COLLEGE, Kearney. June 7—July 30. Edith Smithey; Roland B. Welch. U
UNIVERSITY OF NEBRASKA, Lincoln. June 9—July 30. Frank E. Sorenson; Luvicy M. Hill. MDRTyCurWCom+

NEW JERSEY

NEW JERSEY STATE TEACHERS COLLEGE, Upper Montclair. June 28—August 6. Miss E. S. Favor; Horace J. Sheppard, Dept. Head. MCom+

NEW MEXICO

NEW MEXICO COLLEGE OF A. & M. A., State College. June 12—August 8. Era Rentfrow, Registrar; G. L. Guthrie. U

NEW YORK

COLUMBIA UNIVERSITY (Teachers College), New York. July 1—August 13. Dr. Hamden L. Forkner. BPSHyDeAMDr+

NEW YORK UNIVERSITY (School of Education), New York. Three terms: June 7—July 2; July 6—August 13; August 16—September 10. Prof. Paul S. Lomax, Chairman. PTyShBGenDeCurMDrR+

ST. BONAVENTURE UNIVERSITY, St. Bonaventure. July 1—August 7. Rev. Kevin Fox, O. F. M., Acting Dean; Prof. James L. Hayes, Dept. Head. U

STATE UNIVERSITY OF NEW YORK COLLEGE FOR TEACHERS, Albany. Two terms: June 28—August 7; June 28—August 21. Milton C. Olson, Director. MDeCom+

NORTH CAROLINA

EAST CAROLINA COLLEGE, Greenville. Two terms: June 7—July 13; July 14—August 20. Dr. Leo W. Jenkins, Director; Dr. E. R. Browning, Dept. Head. U

LENOIR RHYNE COLLEGE, Hickory. June 7—August 20. G. R. Patterson, Director; G. W. McCreary. U

UNIVERSITY OF NORTH CAROLINA (Women's College), Greensboro. June 7—July 16. Dr. Charles E. Prell, Director; Dr. Vance T. Littlejohn, Dept. Head. MRTyCurDe+

WESTERN CAROLINA COLLEGE, Cullowhee. Two terms: June 7—July 16; July 19—August 27. W. E. Bird, Dean; W. A. Ashbrook, Dept. Head. U

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 14—August 6. J. R. Hehn, Registrar; L. G. Pulver, Chairman. U

UNIVERSITY OF NORTH DAKOTA, Grand Forks. June 14—August 6. Office of Registrar. MRODeTy+

OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 14—August 27. Ralph G. Harshman, Dean; Dr. Galen Stutzman. MSK

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KENT STATE UNIVERSITY, Kent. Dr. Charles Atkinson; Dr. Elizabeth M. Lewis. MRSh-OA+

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OHIO STATE UNIVERSITY, Columbus. Two terms: June 21–July 23; July 26–August 27. Inez Ray Wells, Associate Prof. MDrR-GenSkB+

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 18–July 24; July 24–August 27. Dr. Harold R. Leith. MDr-BWCon+

WESTERN RESERVE UNIVERSITY, Cleveland. Two terms: June 22–July 31; August 3–September 11. Hollace G. Roberts, Director; Dr. Clarence L. Cramer, Dean. U

WILMINGTON COLLEGE, Wilmington. Two terms: June 7–July 10; July 12–August 13. Graydon Yapple, Director; Evalyn Hibner, Dept. Head. U

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. June 7–August 6. A. G. Hitchcock, Registrar; Dr. Milton Bast. U

EAST CENTRAL STATE COLLEGE, Ada. June 1–July 29. T. K. Treadwell, Dean; Myrtle Sturdevant. U

OKLAHOMA A. & M. COLLEGE, Stillwater. June 7–August 7. Dean J. Andrew Holley, Director; Robert A. Lowry, Dept. Head. MRConSkGenCurBTyShDe+

PANHANDLE A. & M. COLLEGE, Goodwell. May 30–July 23. E. Lee Nichols, Jr., Registrar; Thomas L. Foster. U

UNIVERSITY OF OKLAHOMA, Norman. June 10–August 9. Dr. Peter Kyle McCarter, Executive Vice-President; Dr. Gerald A. Porter. MDrRGenCurWSKP+

UNIVERSITY OF TULSA, Tulsa. June 7–July 30. Clyde I. Blanchard, Dept. Head. MRSh-TyW+

OREGON

OREGON STATE COLLEGE, Corvallis. June 21–August 13. Dean Franklin R. Zeran, Director; Dr. Ted Yerian, Dept. Head. MDrBSh+ UNIVERSITY OF OREGON, Eugene. June 21–August 13. Dr. Paul Jacobson, Director; Dr. Jessie May Smith, Assistant Prof. MR+

PENNSYLVANIA

BEAVER COLLEGE, Jenkintown. June 21–July 30. Dr. E. B. Townsend, Director. U

BUCKNELL UNIVERSITY, Lewisburg. Two terms: June 28–August 20; June 28–August 6. William H. Coleman, Dean; Harriet Love, Asst. Prof. U

ELIZABETHTOWN COLLEGE, Elizabethtown. Two terms: June 7–June 26; June 28–August 7. Dr. Henry G. Bucher, Dean; Albert L. Gray, Jr., Prof. U

GROVE CITY COLLEGE, Grove City. June 14–August 13. Dr. H. O. White, Registrar; Dr. T. H. Penar. U

(Continued on page 30)

A. . . Administration	O. . . Office machines
B. . . Bookkeeping	P. . . "Practice" (office, clerical, sec'l)
Con. . . Consumer	R. . . Regional conference
Com. . . Combined methods	Sh. . . Shorthand
Cur. . . Curriculum	Sk. . . Skill (combined)
De. . . Distributive	Ty. . . Typewriting
Dr. . . Doctor's program	U. . . Undergraduate only
Gen. . . General business	W. . . Work-experience
Gu. . . Guidance	+ . . . And other courses
M. . . Master's program	

III. Summer School: Ah, Scholars!

RIGHT OFF the bat, that "scholar" business gives you something to live up to. As a scholar, you polish things off a little more professionally than the mere *students* do at summer school. Some things really make a difference. . . .

■ The Scholarly Attitude—

Part of you wants to have a good time at summer school; you can. Part of you wants relaxation, stimulating company, escape from the school year's routine. You will find them.

But the intense, driving part of you notes soberly that what you get out of summer school is proportionate to what you put into it. This part is the scholar in you. The part that insists that you maintain progress, achieve something, extend yourself. Nurture this part! Keep it glowing.

■ To Start with, the Library—

Don't muddle through the entire summer wondering where they hide things! Find out. Set aside an hour, or better make it two, for exploring and sleuthing through its intricacies.

- Read the library handbook.
- Study the signs posted everywhere.
- Locate the "rooms" and find out what's in them and why it's *there*.
- Try out the card catalogue.
- Find out: campus branches?
- Find out: "At the bindery" often means that what you want is actually back but not yet on the shelves.
- Find out: Any workshops akin to your field, which may have pirated (by permission) whole shelves of books?

Be as self-reliant as you can, but don't consider it a mark of imbecility to ask librarians for help. If you use a touch of courtesy, patience, and consideration, that rare and wonderful person the Reference Librarian can do magic things to help you.

■ Your Papers, Professional Style—

After you're sure that the important part of your term paper, the "what it says," is just right, take a good long look at the get-up and set-up of your work. Look like *graduate* work?

- Take pride in your handiwork, and make it something to be proud of.
- Dress it up with a neat cover or title page—not a fancy job of artistic typing, but neat, spic-and-span, definitive. Look at the title page on a thesis

in the library and copy the style: the title in all caps, two inches from the top of the page; then, midway, your name; then, at the bottom, a statement like "Submitted to Prof. J. Alexius Poof, in Partial Fulfillment of the Requirements for Bus. Ed. 153-SS," followed by the name of the university and the date.

(I've heard more than one college professor say he grades papers on their covers—which isn't as foolish as it sounds, since the folks who do good papers know how to do a good cover; and those who don't, don't.)

- Add the *flair* of a table of contents, just to show that you *did* organize the paper in outline form.

• Check footnotes, and have plenty of them. If there is one thing that all college professors know, it is the difference between *ibid.* and *loc. cit.*; if there is anything they like, it's folks who know. Be sure, particularly, that your footnotes are complete, right down to the page.

- P.S. a Bibliography, Too. Most assignments send you scurrying to see what others have said about the problem you're investigating. As you find out, make complete bibliographic references; then tack your list of references on to the end of your paper, like one of those punch-line postscripts we see at the bottom of a sales-promotion letter. Be extra cautious to see that most of your references are recent ones; college professors have an abhorrence of old, might-have-been-borrowed lists.

- Put it in a folder or binder that will keep your gem of erudition nice and clean, with no dog-ears. Besides, the cover will help when you file the work away later on.

Unessential, these things? They're like shiny shoes on the job applicant, the sizzle on the steak, the A (when B would be "good enough") on the report card, the corsage on the dress.

■ Save Your Papers and Notes—

Hang onto everything. Some one of these days, when you are preparing a speech or writing an article or studying for your master's or doctor's exam-

inations (*down, girl!*), you will find those notes and papers wonderful summaries and reviews.

■ Bring Your Professional Gear—

You wouldn't go hunting without your gun; don't go to summer school without having right with you your own—

- Dictionary—a collegiate one.
- Secretarial handbook.
- Desk appliances: stapler, staples, staple remover, paper punch, compass, pens, assorted colored pencils.
- Paper—a ream or two.
- Professional magazines, for at least the past two or three years.
- Yearbooks—up to ten years old.
- Typewriter—especially this! If you can't bring one, arrange to rent one as soon as you arrive on campus.

If you're not driving to your summer haven, pack up all that gear and ship it ahead by express or check it through as baggage. Having these learning tools at hand will save many a jaunt to the store or library.

■ Organize Your Time—

Another mark of the scholar is the fact that he looks a lot less harassed than the general run of ordinary students. He doesn't put off everything to the last minute. Which means that, slyly, he builds himself a firm work-sleep-study-eat-type-etc. schedule and makes himself live up to it. If you try this, you'll be surprised how many extras (social and such) you can work in—if you start studying on those first afternoons when everyone else is gossiping and napping.

Your scholar, incidentally, knows that he can get a lot more done in two early hours the next morning than he can in two late ones the night before.

■ And, This Above All—

Don't gripe. *Don't gripe.*

About anything. Even if the weather turns so hot you can fry eggs on the steps of the business building; or the altitude is so rare it plays hob with your circulation; or the food so skimpy that you're wasting away; or the course so rugged that no one could do all the work—even so, don't gripe.

Gripping wastes your time, discourages you and others, changes nothing, and makes you look and sound like an ordinary student. And *you're* a scholar!

HELEN HINKSON GREEN

Michigan State College
East Lansing, Michigan

Summer School: Directory

(Continued from page 28)

PENNSYLVANIA STATE UNIVERSITY, State College. Three terms: June 8—June 25; June 28—August 7; August 9—August 27. Dean M. R. Trabue, Director; Dr. Dorothy Veon. MDrSkCurPSh+

STATE TEACHERS COLLEGE, Bloomsburg. Two terms: June 28—July 16; July 19—August 6. Dr. T. P. North, Dean; R. G. Hallisy, Director. U

STATE TEACHERS COLLEGE, Shippensburg. Three terms: June 7—June 25; June 28—August 6; August 9—August 27. Dr. Earl Wright, Dean; Dr. Etta C. Skene. U

TEMPLE UNIVERSITY, Philadelphia. June 28—August 5. Dr. William M. Polishook. MDrRSKCurPSh+

UNIVERSITY OF PITTSBURGH, Pittsburgh. Three terms: June 14—June 25; June 28—August 6; August 9—August 27. Dr. D. D. Lessenberry, Director. MDrRConTySh-ComBPCurGu+

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 15—August 17. Dr. Orin F. Crow, Director; Elizabeth O'Dell, Professor. Com+

WINTHROP COLLEGE, Rock Hill. June 9—August 10. S. J. McCoy, Director; Dr. Harold B. Gilbreth, Dept. Head. MSk+

SOUTH DAKOTA

BLACK HILLS TEACHERS COLLEGE, Spearfish. Two terms: June 1—July 3; July 6—August 6. Russell E. Jonas, President; Evelyn Eliott. U

GENERAL BEADLE STATE TEACHERS COLLEGE, Madison. Two terms: June 7—July 10; July 12—August 14. P. E. Tyrell, Registrar; Miss V. Witt. U

HURON COLLEGE, Huron. June 9—August 1. Dr. Morris Spencer, Dean; Frank Smith, Dept. Head. U

NORTHERN STATE TEACHERS COLLEGE, Aberdeen. June 7—August 13. Maurice W. Manbeck, Director; R. G. Dahl. M+

SOUTH DAKOTA STATE COLLEGE, College Station. June 1—July 24. D. B. Doner, Registrar. Ruth Dickinson, Assistant Prof. R

SOUTHERN STATE TEACHERS COLLEGE, Springfield. June 1—August 6. Arthur Tschetter, Prof. U

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 14—August 13. Dean Mark W. Dellzell, Director; Hulda Vaaler, Professor. MRCom+

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. June 11—August 14. Dr. W. H. Vaughan, Registrar; Dr. Theodore Woodward, Dept. Head. MRGuOTyShBGenA-Cur+

STEELED COLLEGE OF TECHNOLOGY, INC., Johnson City. June 7—August 13. Prof. J. G. Long, Director; C. E. Rogers, Dean. U

TENNESSEE POLYTECHNIC INSTITUTE, Cookeville. Two terms: June 7—July 13; July 14—August 21. Louis Johnson, Jr., Director. U

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 14—July 17; July 20—August 20. Dr. E. A. Waters, Dean; George A. Wagoner, Dept. Head. MTyShPBGu+

TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 7—July 16; July 19—August 27. John S. Windell, Registrar; Elton D. Johnson, Professor. MCom+

SUMMER SESSIONS — 1954

UNIVERSITY OF PITTSBURGH

Pre-Two Weeks

June 14 - June 25

Six Weeks

June 28 - August 6

Post-Two Weeks

August 9 - August 20

Business Education Courses

Consumer Business Education,
Curriculum Making, Guidance for
Teachers, Office Practice, Teaching
Methods, Tests and Measurements,
Transcription, Typewriting

For additional information address
Director, Summer Sessions

University of Pittsburgh

Pittsburgh 13, Pennsylvania

NORTH TEXAS STATE COLLEGE, Denton. Two terms: June 7—July 17; July 19—August 24. Dr. Vernon V. Payne, Dept. Head. MDrShTyA+

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 1—July 9; July 12—August 20. Reed Lindsey, Registrar; Jean D. Neal, Director. B

SOUTHERN METHODIST UNIVERSITY, Dallas. Sessions start June 4 and July 15. Virginia B. Long, Chairman. ComM+

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 2—July 10; July 13—August 20. Dr. Alvin Musgrave, Director. MComCur+

STEPHEN F. AUSTIN STATE COLLEGE, Nacogdoches. Two terms: June 4—July 12; July 13—August 20. Frank Lauderdale. U

TARLETON STATE COLLEGE, Stephenville. June 7—August 28. John E. Tompkins, Jr., Registrar; Z. C. Edgar. U

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 7—July 16; July 19—August 28. Dr. George W. McCulley, Registrar; Dr. J. R. Manning. M+

A. . . Administration
B. . . Bookkeeping
Con. Consumer
Com. Combined methods
Cur. Curriculum
De. Distributive
Dr. Doctor's program
Gen. General business
Gu. Guidance
M. Master's program
O. Office machines
P. "Practice" (office, clerical, sec'l)
R. Regional conference
Sh. Shorthand
Sk. Skill (combined)
Ty. Typewriting
U. Undergraduate only
W. Work-experience
+ And other courses

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 7—July 17; July 19—August 28. Dr. Donald J. Tate, Dept. Head. MDrGuCurP+

UNIVERSITY OF HOUSTON, Houston. Two terms: June 7—July 16; July 19—August 27. Dr. Carlos K. Hayden. MDrP+

UNIVERSITY OF TEXAS, Austin. Two terms: June 3—July 15; July 16—August 27. Dr. Faborn Etier, Chairman. ABDrGen-MPRSk+

WEST TEXAS STATE COLLEGE, Canyon. Two terms: May 31—July 9; July 13—August 20. Frank Morgan, Registrar; Dr. Lee Johnson, Chairman. MRTySH+

VIRGINIA

LONGWOOD COLLEGE, Farmville. June 21—August 14. Mary W. Watkins, Executive Secretary; Dr. Merle L. Landrum. U

MADISON STATE COLLEGE, Harrisonburg. June 14—August 6. Percy Warren, Dean; Dr. S. J. Turille. U

UNIVERSITY OF VIRGINIA, Charlottesville. Three terms: June 21—August 14; June 16—July 2; July 5—August 14. Lindley J. Stiles, Director. MGU+

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. Two terms: June 9—July 17; July 27—September 3. Dr. Harry Huffman, Dept. Head. MP+

WASHINGTON

EASTERN WASHINGTON COLLEGE OF EDUCATION, Cheney. Two terms: June 14—July 30; August 2—August 13. G. Jerome Stickney, Registrar; Dr. A. A. Dayton, Chairman. Com+

SEATTLE UNIVERSITY, Seattle. June 21—August 20. Mary Lou Miller, Secretary of Admissions; Herbert Reas, Acting Dean. U

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 21—July 21; July 22—August 20. Dr. Eric L. Barr, Director; J. Robert Briggs. MTyShBGen+

WEST VIRGINIA

CONCORD COLLEGE, Athens. Two terms: May 31—July 9; July 12—August 20. Cloyd P. Armbrister, Chairman. U

MARSHALL COLLEGE, Huntington. Luther E. Bledsoe. ComMSk+

SALEM COLLEGE, Salem. Term starts June 7. Alta L. Van Horn, Registrar; Arlen Swiger, Professor. U

SHEPHERD COLLEGE, Shepherdstown. June 5—August 27. Dr. Joe C. Humphrey, Dean; Charles Printz. U

WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon. Two terms: May 31—July 9; July 12—August 20. A. A. Schoolcraft, Dean; E. Kidd Lockard. U

WISCONSIN

MARQUETTE UNIVERSITY, Milwaukee. Two terms: June 21—July 30; June 5—July 30. Father Eugene Kessler, S. J.; A. H. Palmer. U

WHITewater STATE COLLEGE, Whitewater. June 21—July 30. A. I. Winther; P. A. Carlson. U

WYOMING

UNIVERSITY OF WYOMING, Laramie. June 14—August 20. Dr. Hugh McFadden, Director; Robert L. Hitch. MDeTyBW+

CANADA

SUMMER SCHOOL OF EDUCATION OF BRITISH COLUMBIA, Victoria, British Columbia. July 5—August 6. Dr. F. H. Johnson, Director. U

UNIVERSITY OF SASKATCHEWAN, Saskatoon. Saskatchewan. H. H. Ferns, Director; Dean T. H. McLeod. U

IV. Summer School: Three F's

WHEN I decided to go to summer school last year, I was *most* systematic about my plans. I listed three F's:

- *F for Fun.* I wanted to work, but not *all* the time. I wanted to go to a campus with lots of "extras."

- *F for Faculty.* I wanted to meet the Who's Who-ers of business education, in classes and in conferences.

- *F for Future.* I wanted to make sure that the courses I could take would boost my teaching credentials.

I shopped among catalogues, talked with other business teachers, made up my mind; and off I went.

■ Snapshots from a Diary—

How completely the institution fulfilled all three F's was not entirely appreciated until just the other day, when I was digging in a box of teaching aids I had packed away: I came across my summer-school diary. Eight weeks long! Day by day. Some of the things are interesting; and, together, they paint a picture

- *Thursday.* A week from tonight, the Faculty Reception. No blackboards or desks to hinder the social graces. Our typing methods class meets two Who's Who-ers next week, the Bing Crosby and Bob Hope of typewriting: Alan Lloyd and Jim Crawford [editorial comment by Alan Lloyd: *I can't sing; so . . .*]. What would it be like to have them both here at the same time? [AL: *Chaos.*] Delta Pi Epsilon bids went out today; hope, hope.

Madeline Strony's workshop on shorthand last week was tops! *Must* try her "three-ring circus" dictation routine next fall. I feel surer, now, about teaching Simplified Functional. May expect my students to transcribe at two-thirds their typing speed.

- *Friday.* Ouch! A hundred *Who's Who* names to identify this week end, all famous authors and teachers in business education. Now that I've met a lot of them, I know which is which in a good many cases—

Dr. Peter Agnew, author of *Office Practice*, has a big body and a deep voice . . . Gladys Bahr, of *Your Personal Economics*, and *such* a consumer education fan, drives out of the way to buy aspirin on sale, just as I do . . . Dr. Ted Woodward, a man with so many big jobs that you hardly realize he isn't him-

self a big man, wiggles his left ear when he lectures . . . Dr. Harry Huffman, of VPI, has a bald dome and wears glasses; he loves mischievous asides . . . Dr. Frank Dame, of Florida State University, has a typical Florida grin and booming laugh . . . Dr. Lloyd V. Douglas, UBEA president, short in stature but big in personality, likes pipes . . . Dr. Donald Fuller stokes them, too.

Don't know why I've passed up the Friday night square dancing on the tennis courts. Must be in the library at 7:30 tomorrow morning, to catch up on reading cards: only 37 out of 75 are ready.

Graduate school can be humorous, too: found on a short exam this a.m., "When you finish this, you may pass out; but don't pass out before you have finished."

- *Saturday.* Discussion of NOMA in the office-management lecture today gave me another source for material. Quick dip in the school pool was refreshing.

Visit to "The Hermitage" with Dr. A. L. Crabb was the high light of the week. Liked his story about Theodore Roosevelt's statement to the young lawyer concerning the jurist's new brand of coffee: "It's good to the last drop." General Jackson's selection of wall paper in the entrance hall reflects a finer, more delicate nature than our historians would have us believe. (I *love* excursions!)

- *Sunday.* Vesper service, inspiration for another week. The bus. ed. major across the hall, Ann Black, is a member of the Vesper Choir. Got to another church this morning; hope to get to each before I go home. Reading, picked up the nicest statement: "The real teacher is the one who kindles a fire in the child's mind as one candle lights another. . . ."

- *Monday.* "The Writer and His World in 1953" was so good a lecture tonight that I *must* hear John Mason Brown, the drama critic, when he talks about "How the Modern Theatre Han-

dles Ideas." He's the one that Brooks Atkinson said is "a prodigiously learned man who has apparently read everything, seen everything, and forgotten nothing." And on Thursday, the symphony.

- *Tuesday.* Met Dr. Herman Enteline, Indiana University, today; he was here to help us in our struggle with "The Business Curriculum in the Small High School." And did he help us! He'll be quoted in all our term papers, for sure.

Liked "The Modern Dance" program put on by the phys. ed. group; maybe I'm in the wrong field.

- *Wednesday.* Another typing star today: The George Hossfield—he was world champion typist ten times; he performed for our methods class. Later, *we* all had to type. I'm itching to start the "whole keyboard method" on my beginners this fall, thanks to Miss Moseley's encouragement.

Got an armload of information about insurance (in the business-law class).

String for finger: Report on Monday for a two-weeks course in "Rhythm-add" on the Monroe Adding Machine—*ya-a-awn* — at 7:30 a.m.

■ That's the Way It Went—

I could go on and on—the departmental luncheon every week . . . the lecture on modern poetry by Harvard professor John Ciardi . . . the people I met and got to know—but it would just be more of the same: Fun, Faculty, and Future. Eight weeks is a long time, particularly when you work and are worked hard; but far from ending up a worn-out wreck, I ended up bubbling with enthusiasm, excited about the return to my classroom.

One thing I think was very wise: I picked a college in the vicinity of my home—just far enough away to find it best to stay on the campus over week ends for study and for association with new friends, yet close enough that I could get home in five hours in case of emergency. So, my travel costs were low and my budget was not exceeded.

And now—well, here it is April and time to begin planning for *this* summer. I'm getting excited about it all over again. I know it will be Fun. I am looking forward to seeing the Faculty again. I'm building for a Future. And they're the big three F's to me.

KATHRYN COOLEY

Senior High School
Adairsville, Georgia

Teach the Columnar Cash Journal

MILTON BRIGGS
Bookkeeping Editor

IN TEACHING BOOKKEEPING, perhaps the most neglected subject is the columnar cash journal. The columnar forms are readily adapted to the use of small businesses; and, because of their simplicity and timesaving features, these forms are deserving of more than passing attention from bookkeeping students and teachers.

Frequently, the small-business man is faced with Government demands for reports that necessitate the keeping of records. Social Security and tax returns are two of the most common, but there are many others. Because of the time and expense involved in the collection of information and the actual preparation of business reports for the State and Federal governments, it is imperative that the simplest and least costly methods of record keeping be made available to men and women in business. Small businesses, in particular, must have help with bookkeeping procedure. Part-time bookkeepers and simplified forms often provide the answers for the problem.

Because of the popularity of the col-

ummar cash journal and its widespread use, bookkeeping students should be thoroughly familiar with this type of record. Thousands of businessmen and businesswomen choose to make their income tax reports on a cash basis, particularly when inventories are not a determining factor. The columnar journal lends itself readily to this method. Beginning bookkeepers, therefore, may frequently find that their first opportunity to become gainfully employed brings them in contact with the columnar journal form. For this reason, the bookkeeping contest this month is based on this type of record.

■ The April Contest Problem—

Donald Dailey is proprietor of the Delightful Dairy Products Company. He collects eggs, milk, butter, and cheese in wholesale quantities from nearby farms and sells these products in his up-to-date retail store. All his purchases and sales are made on a strictly cash basis. His records, therefore, are kept on a cash basis and conform to the method he has chosen for preparing his income-tax returns. The

bookkeeping entry is made only when a transaction is completed by the receipt or payment of money. For his records, he uses a columnar cash journal.

■ Instructions for Students—

Rule a columnar cash journal sheet like the illustration. Type the columnar headings, but write all entries with pen and ink. For any entry in the column headed "Miscellaneous," write the necessary words in the explanation space to give the reason for the payment.

- To *earn* a Junior Certificate of Achievement or pin, make entries for the transactions for the month of April.
- To *earn* a Senior Certificate of Achievement or pin, make the entries for the month and total all columns; then double-rule underneath the totals. Prove that the total of the totals for the "Distribution of Payments" columns agrees with the total of the "Total Payments" column.

- *To earn a Superior Certificate of*
(Continued on page 41)

BOOKKEEPING CONTEST RULES

1. Students enrolled in business education classes everywhere are eligible to participate. Reprints of the contest problems may be purchased from BEW at 5 cents each or by subscription: 10 tests a month, for nine months, cost only \$2; each additional subscription for nine months, 20 cents.
2. Either teachers or student judges may select the papers to be certified, but the teacher must write and sign the statement that certifies to the eligibility of the students named.
3. Print or type a list of the names of student who prepare acceptable papers. Indicate beside each name whether the student is to receive (a) the junior award, (b) the senior award, or (c) the superior award, and (d) whether application is made for a Certificate of Achievement (fee, 10 cents), a gold-and-ename O.B.E. pin (fee, 75¢), or both (fee, 85¢).
4. If 15 or more students qualify on any or all of the problems and are named on the teacher's letter, select the one best paper and attach it to the list of names: if, upon examination by BEW judges, the paper is found to be completely satisfactory, this "best" student will receive BEW's junior, senior, or superior O.B.E. pin free. Moreover, after the judges have examined all the best papers, a special Honorable Mention list of "the best of the best" student bookkeepers will subsequently be published in this magazine.
5. Mail the list of names, the one best paper, and a check or money order covering the fees to: Awards Department, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, New York. DEADLINE DATE: May 20, 1954.
6. Judges are Milton Briggs, Walter M. Lange, Dr. Alan C. Lloyd, and Anne Kovacs. Decisions of the judges are final.

CASH RECORD

[illegible]

USING SLIDES IN TYPEWRITING

What do you think of the idea?

EDITOR: I hear you men are experimenting with slides? **DR. JOHN J. GRESS** (Department of Business Education at Hunter College, in New York City): Yes; slides for making it easier to teach the operation of the machine parts. Particularly for classes of beginning students.

EDITOR: How far has your experiment progressed?

ARTHUR F. NEUENHAUS (member of the Royal Typewriter Company staff, former typing speed expert, and camera fan): Well, we have developed a complete kit of 35-mm slides—

GRESS: In color!

NEUENHAUS: —yes, in color—for the Royal Typewriter. We have tested them in class, gotten teachers' reactions, prepared a script to accompany the slides, revised it many times, and retested the whole idea.

GRESS: And the experiment has worked out so well that now we are making slides for the other typewriters.

EDITOR: What do you mean by "a kit" of slides?

NEUENHAUS: So far, we have developed three sequences of slides, with about 20 slides in each sequence. The first sequence has to do with the operation of the machine parts up to and including paper insertion and margin setting.

GRESS: The second sequence is an introduction to the keyboard—a visualization of key locations, correct fingering, correct stroking, and so on.

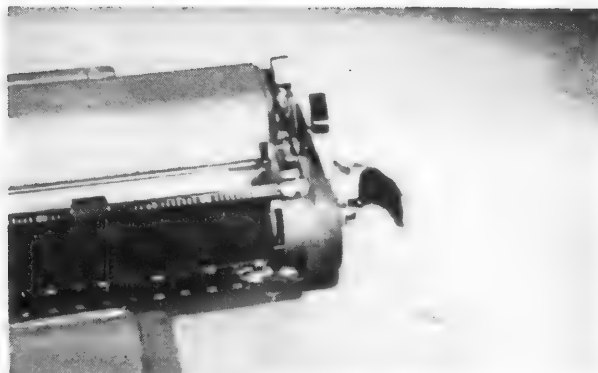
NEUENHAUS: As you'd guess, the third sequence—27 slides—shows advanced applications of the service mechanisms on the machine—you know, tabulating controls, and so on.

EDITOR: Do you really think there's a need for slides?

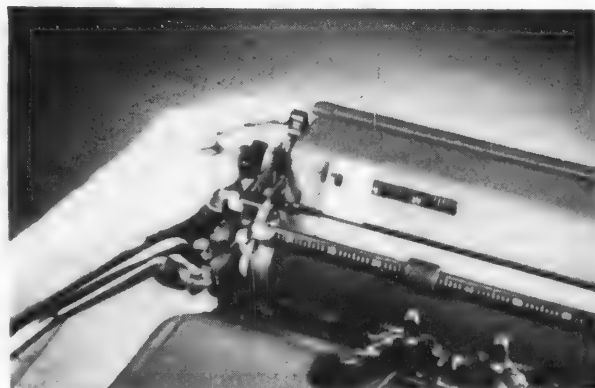
GRESS: I could make a speech about the need—but I won't. I think—Art and I *both* think—that there is great need for the teacher to use a demonstration stand and typewriter. But we also think that, while students can *hear* what is demonstrated, they cannot adequately *see* what is demonstrated. The purpose of our slides is to show what a teacher *tries* to show but which no one fifteen feet away can see.

NEUENHAUS: Visit any classroom. Watch the teacher try to teach the use of, say, the right-hand carriage release. He points to it on his demonstration machine. He says that you press it down but that you have to grab onto the end of the carriage first; and he shows how to do that. He tells the students to find the part and use it—then he hurries up and down the aisles, repeating the demonstration over and over, knowing full well that many students will use the wrong machine part, or use the right part wrongly, simply because they could not see exactly what the teacher was showing.

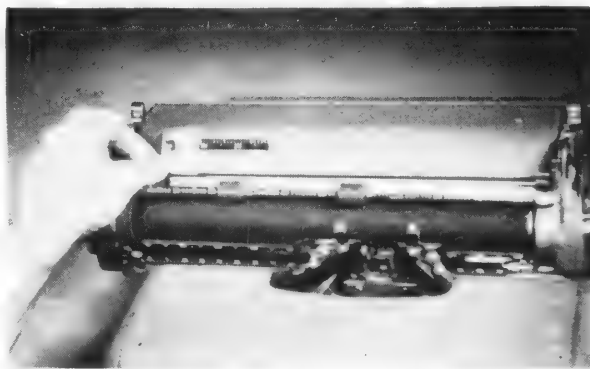
GRESS: Now, as a comparison, imagine this slide projected [*handing slide No. 1 to the Editor*] to great size on a screen in the front of the room. Compare in your mind its power to teach—think of the mental image in the students' minds, particularly when reinforced by your comments. Note the clarity of the operator's grip on the right cylinder knob, the distinct showing of the *index* finger on the carriage-



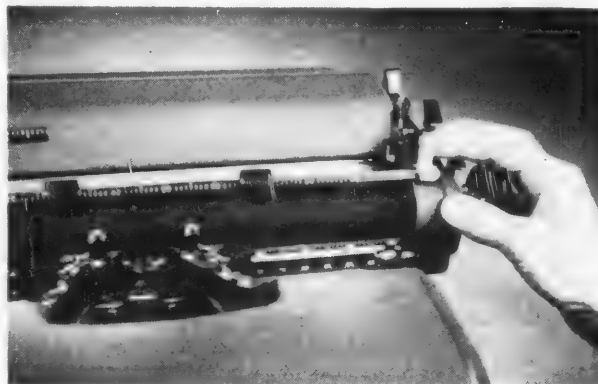
"This shows the operation of the right carriage-release lever."



"This shows the operation of clearing the left-hand margin."



"This shows the operation of setting the paper guide at zero."



"This shows the operation of the paper-lock bail."

release lever. Even the student in the farthest corner of the room can see exactly what you want him to see.

NEUENHAUS: And, while the students look at the screen, you, the teacher, having read the script, speak like this: "You will observe that you can move the carriage from left to right merely by pushing it in that direction. You will also observe, however, that you cannot move the carriage in the opposite direction—from right to left—merely by pushing the carriage. Controls have been provided for that purpose, and they are called carriage-release levers. By pressing down one or the other of these release levers, you can now move the carriage in *either* direction. You use your—"

EDITOR: Yes, I see. I see how helpful the full, big illustration would be; and I see how you would use a script, too, to make sure the explanation is concise and brief. But I want to ask you something. You said you had been experimenting and had obtained good results. What are they?

GRESS: Much of our experimenting, of course, has been to find out what should be shown and what should be said in the script. But I have found, in my own classes at Hunter, that I cover the things shown by the slides much quicker and much more effectively when I use the slides. One demonstration, so to speak, is enough when it is visualized. The students do not grope. They do not hesitate uncertainly. They are not confused. They progress fast, gain confidence.

EDITOR: Don't you have a lot of light-switching? You know, *off* for the slide; *on* for the students to find the part and use it; *off* again for the next one, and so on?

NEUENHAUS: Oh, no. We use daylight screens. The slides are clear enough to use even in a lighted room.

EDITOR: But what about the student who has a machine that is different from the one shown in the slide?

GRESS: The problem is no different from what every teacher faces now. If the teacher has, say, three makes of machines in the room, he has to make three demonstrations—probably one at his machine and two elsewhere in the room. Our way, he simply shows three appropriate slides in quick sequence. The greater variety of machines you have, the more useful the slides prove to be.

EDITOR: Despite the cautious nature of my questions, I truly *do* feel an enthusiasm for the idea. But I can't help wonder how your idea can be used in other classrooms. Are you planning to produce the slides in quantity and to sell them?

NEUENHAUS: We're undecided about that. Every time a teacher has visited a class and seen the slides, he asked right away, "Can I get a set of the slides?" Tell me, do *you* think enough persons would want them to make it worth while for us to "produce" the slides in quantity?

EDITOR: I'm not an adequate judge, really. I think the problem is complicated a bit by such questions as "Do typing teachers have, or have access to, slide projectors and screens?" and "What size slides do they have?"

GRESS: What about that B.E.W. survey?

EDITOR: That's right! We found [*December, 1953, issue, page 21*] that more than half the business teachers in America have access to a slide projector [*actual per cent was 60.7*], and just about as many have access to a filmstrip projector [*actual per cent, 56.5*]. Could your slides be made into filmstrips?

NEUENHAUS: Yes, they could, of course. But, if you have mixed machines in the classroom, you'd want to use the slides, so that you could "shuffle" them to show different makes of machines. It would be hard to do that with a filmstrip. The slides have greater flexibility. So?

GRESS: Maybe your B.E.W. readers have a suggestion?

Do you? Would you be able to use the slides? Would you want them if available at a reasonably low price? Do you think the need for visual aids in our field is sufficient to justify production of such learning aids? Write Doctor Gress personally (at Hunter College, 695 Park Avenue, New York 21).

Are You Using ➔ the "Mailable Transcript" Tests?

FLORENCE ELAINE ULRICH

Director, Gregg Awards Service
330 West 42nd Street, New York 36

AS THIS ISSUE goes to press, it is still too soon for us to know how you made out on our first Mailable Transcript Test, published here last month, since you have until April 1 to use it. But we are *very* eager to hear from you!

■ This Month's Test Is a Little Different—

This month there are three letters, each a little shorter than before (last month there were just two long ones). The first letter, which is the longest of the three, is to be dictated at 80 words a minute; the other two are to be dictated at 100. The test copy is marked off for you in precise quarter minutes of dictation.

• *One other difference:* The second letter includes a 4-line listing; it should be arranged as a single column, centered in the letter (you may want to review with your students how this should be done).

• *But as in last month's test,* the students may (a) use plain paper, (b) type just an original, (c) make erasures, and (d) use any letter style they prefer. Because the letters are an exchange of correspondence, the dates should be in series—say, March 5, March 13, March 20; or similar dates counting back from the current date, which is, of course, the date of the third letter.

■ What Is Good Performance on These Tests?—

As the following table shows, students may win one of four awards by their performance on the test:

Award Won	Minimum Rate	Maximum Time*
Junior Transcription Certificate	15 wam	35 min.
Junior O.B.E. Pin	20 wam	27 min.
Senior Transcription Certificate and/or Senior O.B.E. Pin	25 wam	22 min.
Superior Transcription Certificate and/or Superior O.B.E. Pin	30 wam	19 min.

* Based on dictation count of 485 words and allowing 3 minutes for typing dates, inside addresses, dictator's identification, and appropriate initial and enclosure notations.

The Order of Business Efficiency pins—and you'll have to see one to appreciate how beautiful they are!—are a wonderful challenge and reward to the students. The transcription certificates, neat and presentable in an employment interview show the exact number of words a minute the students transcribe.

■ What the Procedure Is for Getting the Awards—

Give the test to your students. Check the exact number of minutes it takes each student to make his transcripts. If the transcript is mailable, type on each paper the student's name, school address, time required for transcribing, and award for which application is made. Send the papers to me (a listing of names and data would be helpful), along with fees for the awards (certificates, 10 cents; pins, 75 cents).

And tell us what you think of the tests, please!

MAILABLE TRANSCRIPT SPEED TEST No. 2

THE TEACHER SAYS: Here is another special test, like the one we had last month, in which you are to see how rapidly you can make mailable transcripts of the letters I shall dictate to you. There are three letters, an exchange of correspondence between (writes on board):

Mr. Daniel Byrd
Byrd Fruits Company
92 Orange Avenue
Fort Worth 8, Texas

Mr. Allan R. Jones
Jones Bon Voyage Service
416 West State Street
New York 21, New York

Mr. Byrd is telling his customers, of whom Mr. Jones is one, that he is retiring and putting another man, named Bill Smith, in charge of the firm. Here is Letter 1; it has a little over 200 words. I shall dictate at 80 w a m.

LETTER NO. 1

(Counted in quarter minutes for 80 w a m)

Dear Mr. Jones: This story could take place only in America. It could come true only to men and women / like you and me, who believe that sound business practice will pay off in success.

Like most firms, we started in a small / way. Mrs. Byrd and I had no spare cash. For a long time we did most of the work ourselves. We ran printing machines, / typed our own letters, wrapped and shipped packages. We always got a thrill out of the work, and we treasured every (1) new customer who came to us. Now we count more than 100,000 nice people like you as our customers / and friends.

For a long time we refused to turn over the responsibility of our business to anyone / else. We wanted to find a person who would have the same interest and the same love of serving customers that / we had. We are proud and happy to tell you that we have found that person.

Bill Smith takes over our job on June first. (2) He has promised to build this business up to the point where he can take care of all your needs, and we know he will keep / that promise. Do not hesitate to write him when you need anything in our line. He will see that you always get / the best possible service. Very sincerely yours, (210 words) (Time: 2' 38")

THE TEACHER SAYS: Now Mr. Jones tells Mr. Byrd that he thinks Bill Smith is a good choice and places an order for some baskets of fruit—"Gift Package No. 43," it is called. This letter has about 150 words. At 100 words a minute:

LETTER NO. 2

(Counted in quarter minutes for 100 w a m)

Dear Dan: Thank you for your letter of March 5 in which you tell us that Bill Smith will take over the management of your business on June first. You / have chosen a fine man. We have known Bill for many years and will be very happy to do business with him.

An order is enclosed for / 2,000 of your Gift Package No. 43 baskets, to be delivered as follows:

500 baskets on June 15
500 baskets / on July 1
500 baskets on July 15
500 baskets on August 1

Please invoice us for each shipment separately, (1) allowing us the same discount on each shipment that we earn on the total order.

We are specializing in gift baskets for the tourist / trade this year and expect to send many more orders your way. Very cordially yours, (140 words) (Time: 1' 24")

THE TEACHER SAYS: Now, in the final letter, Mr. Byrd thanks Mr. Jones for his order and tells him he is sending him a present. This letter has about 130 words. I shall dictate it to you at 100 words a minute:

LETTER NO. 3

(Counted in quarter minutes for 100 w a m)

Dear Mr. Jones: Thank you for that fine order you sent us on March 13. We consider it a vote of approval for our selection of / Bill Smith to run our business after June 1, for he will be the one to see that your orders are filled.

You will be interested to know / that some of the baskets you order will include, in addition to the usual assortment of fruit, a new variety of apple / that we are now growing in our own orchard.

We do not have enough of these apples yet to put them on the market in quantity, but we (1) are now putting them in some No. 43 baskets. We are sending you a box of the new apples with our compliments. Very sincerely / yours, (126 words) (Time 1' 16")

THE TEACHER SAYS: As soon as you have made mailable transcripts of all three letters, raise your hand; I must time you exactly. Ready . . . start! (Notes time.)

AWARDS APPLICATIONS BASED ON THIS TEST MUST BE POSTMARKED NOT LATER THAN MIDNIGHT, MAY 20, 1954

TYPING DRILLS . . . for number control

First of a series of number-drill lessons you can
duplicate as shown and use in your typing classes

MARY E. CONNELLY

Boston University
Boston, Massachusetts

HOW MANY WORDS a minute are your students able to type? "Oh," you say, "50 words a minute," or 40 or 60 or whatever the score may be; you know it. But how many *numbers* a minute are your students able to type? If you are like most typing teachers, you either do not know or you flinch from the question by saying, "Oh, my students do not *like* to type numbers," or, "It isn't very high, for my students don't have real mastery of the figure keys."

■ Why Control Is So Poor—

Want to do something to improve your students' mastery of the number keys? Of course you do, and the first thing to do is to determine why control is no better than it is at present.

There are many reasons, as:

- *The reaches are longer*, take the fingers further from the home row.

- *The numbers have to be typed on the individual-stroke level*, for combinations (other than the date of the year) do not recur often enough to develop word-level typing.

- *The numbers are always so important* that students fear "taking a chance," and so they permit themselves to look at the keyboard to verify the strokes.

- *Because performance is not satisfactory*, students develop negative attitudes, slight their number practice, do not wish to type numbers.

Put all these reasons together and they combine into one:

- *Students don't type enough numbers*. The starting point in our "doing something" about this problem, then, is to make sure more numerals are typed.

■ Systematic Numbers Practice—

In planning for the development of real number-row mastery, certain basic things must be included:

- *Daily Review*. Not a single class period should be permitted to pass without thorough review of the number keys. At least a full minute of the daily warmup should be devoted entirely to number or number-and-symbol drills. Most students know that they should

type the Experts' Rhythm Drill (a;sl-dkfj . . . etc.) each time they warm up; they should be taught also to follow up that drill with some kind of number-fluency drill—a rhythm drill on the top row, the repetitive typing of the date, the typing of a line like *1 and 2 and 3 and 4 and 5 . . . etc.*, or some other quick-recall practice.

- *Varied Drill*. The daily *numbers* practice should include the typing of a "pattern" of numbers that is simply *reach* practice, done without thinking; some drill that will be very fluent, such as the "we 23" finger-cue drills; and some random-stroke practice that the student will have to "think" his way through. Some of this practice should be done leisurely, but much of it should be timed, so that pressure for improvement is exerted.

- *Success*. In so far as possible, all timed work—whether for 12 seconds or a minute or two—should be immediately repeated, so that the benefit of repetition is assured. And students ought to be polled, "How many did better on the second effort," so that they have a chance to report their success and thereby feel it more keenly. This is especially important; if we can make the practice rewarding and gratifying, students will work harder at it.

- *Specific Goals*. To make practice truly purposeful, each student should have both a short- and a long-range goal. His immediate goal is to concentrate today on whichever digit caused most trouble yesterday; his long-range goal is to reach toward the same speed he achieves in *words* a minute for five minutes on regular copy. First, he strives to achieve that rate on 12-second timings (an especially convenient interval, since each stroke represents a word a minute), then on 30-second timings, and ultimately on one-minute timings—using four-digit numbers (see

Drill 3, facing page) as "standard timed number-writing copy."

■ This Month's Special Drills—

The drill material on the facing page is ready for you to copy, duplicate, and use in your classes. You can use it profitably in many ways; here is a 25-minute routine that can easily be modified to fit your class needs:

- *Warmup, 3 Minutes*. The students type the Experts' Rhythm Drill (first line) 2 or 3 times, then make as many copies of Line 2 as they can. It has a pattern they will quickly recognize! Emphasize sharp stroking, not speed.

- *Rhythm Practice, 5 Minutes*. Let students practice Line 3 (wee 233), being sure they understand that each combination of word and number uses the same fingers in the same sequence, and then take 2 or 3 twelve-second timings on it, reporting their success on the first and final efforts. Do this for each of the four rhythm lines.

(Or, if you have musical "rhythm records," this is the time to use them; they help eliminate hesitancy.)

- *Quick Test, 2 Minutes*. Using the "Analysis Test" copy, give the class a 1-minute writing. (The last two digits of the number a student is typing when time is called is his speed rate.) Proof-read carefully; have each student ascertain the three digits that proved most troublesome to him. Note scores.

- *Intensive Practice, 5 Minutes*. The student selects the lines in Drill 4 appropriate to the digits for which he needs more control. He writes each selected line 4 or 5 times, repeating it until it "sounds like a sentence," with no hesitancy or groping.

- *Seesaw Practice, 10 Minutes*. Now, alternate 1-minute writings and half-minute corrective practice sessions, using the Analysis Test for the timed writings and Drill 4 for the corrective practice.

If the entire emphasis is affirmative, with students having many opportunities to report their success and with the teacher sharing in their exultation at their progress, students will grow mightily through this routine.

NUMBER CONTROL DRILLS (1)

1. WARMUP RHYTHM DRILLS

a;sldkfjghfjdksla;sldkfjghfjdksla;sldkfjghfjdksla;sldkfjghfjdksla;sldk

029384756473829 029384756473829 029384756473829 029384756473829

2. RHYTHMIC NUMBER WRITING

WORDS:

wee 233 woo 299 too 599 tee 533 toe 593 tie 583 tip 580 rip 480 rep 430 14

roe 493 rye 463 rue 473 eye 363 yee 633 you 697 our 974 out 975 put 075 14

pet 035 pep 030 per 034 pry 046 try 546 wry 246 wey 236 wet 235 wit 285 14

err 344 ere 343 ore 943 ire 843 rep 430 pep 030 pup 070 pet 035 yew 632 14

:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	2	3	4	5	6	7	8	9	10	11	12	13	14	

3, 5. ANALYSIS TEST

3501 8602 4203 3104 7805 5006 9707 2108 3909 6710 4511 9812 1613 9214 4815

1416 2317 5018 1619 7720 6921 2522 8323 8024 0225 5626 3427 9828 1429 7630

9031 6832 2533 5734 6035 7936 5837 4638 4639 7040 4941 3842 6343 2744 3645

8046 7947 6048 3649 7950 3851 7352 2053 2954 2855 7156 9157 3858 7059 1860

:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	

4. INTENSIVE PRACTICE

WORDS:

2 w 2 w 2 wee 233 wow 292 wet 235 two 529 ewe 323 owe 923 wit 285 w 2 14

3 e 3 e 3 ere 343 err 344 eye 363 ewe 323 tee 533 yee 633 wee 233 e 3 14

4 r 4 r 4 rip 480 rep 430 err 344 ire 843 ore 943 roe 493 rue 473 r 4 14

5 t 5 t 5 tot 595 top 590 toe 593 tie 583 ite 853 out 975 put 075 t 5 14

6 y 6 y 6 yet 635 yep 630 yip 680 eye 363 yee 633 you 697 try 546 y 6 14

7 u 7 u 7 pup 070 our 974 out 975 rut 475 rue 473 out 975 our 974 u 7 14

8 i 8 i 8 tip 580 rip 480 pip 080 pie 083 tie 583 wit 285 pit 085 i 8 14

9 o 9 o 9 too 599 woo 299 ore 943 our 974 out 975 roe 493 woe 293 o 9 14

0 p 0 p 0 pep 030 pop 090 pup 070 pip 080 rip 480 tip 580 top 590 p 0 14

:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
1	2	3	4	5	6	7	8	9	10	11	12	13	14	



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Reels are double-track (one-hour each) prerecorded at a speed of 3.75. Study Guides available. Sample reels are available for auditioning in your classes. Write Gregg today.

Gregg Publishing Division

McGraw-Hill Book Company, Inc.
330 West 42nd Street, N. Y. C. 36

A New Underwood

(Continued from page 13)

■ Major Ribbon Change—

A principal element of the new Underwood design is use on the manual of the same ribbon-control mechanism that is a prize feature of the Underwood electric typewriter. It makes a difference:

- *Easy installation* of a new ribbon. It does not have to be twined through guides and around posts. It goes directly from the spool (a one-pivot spool, at that) to the carrier.

- *Less "resistance,"* so that, slight though it is, the ribbon action is even less of a brake on the carriage and on the type-bar action.

- *Quicker turn-around,* so that there is no pause on reversing.

- *Flat lift-up plates* now cover the ribbon spools, providing something the Underwood has long lacked—a flat surface on which to jog carbon packs into alignment and on which to perform bottom-of-the-page flop-over erasing.

■ And, Especially, a New Touch—

What engineers call "the touch" of a typewriter is a combination of factors; they are present in wonderful balance in the new Underwood 150.

- *The sound* of the type-bar's striking the paper is a clear click, muted but not slushy; you know that you've hit the key and that it's registered.

- *The key caps* are not dip-centered; rather, they are grooved from front to back, banking at the sides. The feel of the keys, an easy, "nuzzling" feeling, is extremely comfortable, gives a sense of nonskid accuracy. Too, the keys are cut square at the back—an intelligent concession to operators with long fingernails.

- *The key tension* is adjustable to a wider range than ever available before. There is a seven-step touch-control mechanism on the front of the machine. Underneath the machine is a spring that can be set to any of four positions, thus multiplying the seven-step points by four, to make 28 possible tensions. It takes a bit of experimenting to find the tension that is precisely what the typist prefers; but the experimentation is well repaid by the ultimate result obtained.

- *The combination* of sound, tension, and key-cap comfort gives the "150" an amazing "just right" feeling that is akin to the light touch of an electric, yet somehow richer—there's a reassuring sense of personal key control.

■ The "150" Will Go Places—

You'll want to see the Underwood 150—try it yourself. Its improved margin mechanism, its *hundreds* of refinements, its touch, all merit—and will stand up under—your closest examination.—Alan C. Lloyd, BEW Editor

Quoting Doctor Gregg

LOUIS A. LESLIE

Author, *Methods of Teaching Shorthand*

IN THE PREFACE of the first (1888) edition of the *Gregg Shorthand Manual*, the author listed some of the advantages of his new shorthand system over the other shorthand systems then in vogue. In 1954 we rarely debate the merits or demerits of features of a shorthand system; we are more interested in effective methods of teaching the system. With that thought in mind, it is interesting to review the young inventor's listing of "advantages" to see whether there are any basic teaching implications in the points he sought to highlight. So:



Louis A. Leslie

The main features of the System may be briefly summarized as: (1) The total absence of shading or compulsory thickening. By this is meant compulsory shading, for the student may write [Gregg shorthand] either light or heavy, according to the natural character of his handwriting. . . .

The emphasis on the light touch in writing shorthand and the light line once served a valid purpose but is no longer necessary. How helpful it is to hear the suggestion from 66 years ago: "the student may write either light or heavy, according to the natural

character of his handwriting!"

(2) The characters being based on the elements of the ordinary longhand, the strokes are familiar and the motion uniform. Briefly expressed [Gregg shorthand] is writing, not drawing.

This apparently casual remark is of great significance to the shorthand learner: his penmanship is "writing, not drawing." The shorthand teacher, then, should encourage the learner to write shorthand with the freedom of fluent penmanship and should not ask him to seek notes so perfect in form that he must draw his outlines.

(3) The insertion of the vowels in their natural order without lifting the pen, and in such a manner that they usually increase the speed of execution. . . . (4) The absence of position . . . to imply the omission of certain vowels or consonants.

One of the things for which John Robert Gregg strove in creating his shorthand system was the elimination of the line of writing as a meaningful part of shorthand notes. The teacher, this echoing quotation from the past intimates, should use every care to avoid making the learner conscious of line placement of notes.

(5) The predominance of curve motion . . . the prevailing element of ordinary penmanship . . . the maximum of facility obtainable from this source. . . .

The writing requirements of older shorthand systems, with their sharp angles (and what John Robert Gregg called "unnatural zigzag motion"), made necessary great emphasis on executorial dexterity, with individual outlines practiced over and over—an emphasis unnecessary in the Gregg system and harmful (to the extent that it takes time and encourages students to draw outlines). Dr. Gregg wanted writers to use their natural longhand penmanship habits as much as possible.

(6) Consonantal blendings, systematically applied . . . relieving the system of the objectionable obtuse angle. . . . (7) Individuality of form . . . a distinctiveness of form greater than that of any system hitherto published.

The consonantal blendings constitute one of the finest fruits of Doctor Gregg's inventive genius. A volume could be written on this topic; suffice it to say here that it is these blends that make possible the legible, rugged, distinctive outlines with which we are familiar and which relieve us from onerous practice necessary for mastering prior systems. These blends are accomplished in a swirl of the pen, when written with the natural handwriting movement, and require no drill, no cautious positioning, no meticulous drawing.

It is pertinent here, and also makes a good summary of the teaching pedagogy that Doctor Gregg incorporated into the very core of his system, to repeat a sentence from another statement by the inventor [1939], a comment that he made many times, in many forms, throughout his lifetime:

The thing to do is to keep the students so busy writing and reading shorthand that they will not waste time on things that are of no real importance.

Distributive Education

SAMUEL W. CAPLAN

Temple University
Philadelphia, Pennsylvania

IN A RECENT SURVEY, it was found that 18 per cent of sales meetings are "a complete waste of time." Manufacturers, wholesalers, retailers, and their representatives must master certain basic techniques before they can conduct effective sales meetings. Teachers of adult Distributive Education classes should realize that they can offer an important service in conducting courses on "How to Conduct Sales Meetings." Here are three films that will be of invaluable help in offering such courses:

- *The Salesman*. This is a humorous film showing the reaction of one salesman to the old-fashioned, inspirational-type meeting. Running time, 10 minutes. 16 mm. Apply to *Fortune Magazine*, 350 Fifth Avenue, New York 1, New York.

- *How Not to Conduct a Meeting*. This film is also on the humorous side and shows the wrong way to conduct sales meetings. Running time, 10 minutes. 16 mm. Apply to Film Library, Department of Public Relations, General Motors Corporation, 3044 W. Grand Boulevard, Detroit 2, Michigan.

- *Meeting in Session*. This is a new film to help improve working procedures of small groups. Its purpose is to show how small groups can learn to work together more effectively, to present discussion-stimulating situations about dynamics of group work, and to show some common pitfalls in small-group activity. Two-reel, 16 mm. sound film in black and white. Running time, 20 minutes. The film was produced by the Bureau of Publications, Teachers College, Columbia University. For rental, consult your nearest film library.

■ Free Materials—

- *Woolworth's First 75 Years*. This brochure has been issued to celebrate the achievement of Woolworth's first 75 years of business. Beautifully prepared, it shows what makes Woolworth's possible. It offers a "guided tour" through all the important areas of Woolworth's activities and presents interesting data and pictures from the company's archives and family album. For your free copy, write to C. C. Peck, Vice-President, F. W. Woolworth Company, Executive Office, Woolworth Building, New York 7, New York.

- *The May Company Conceives a New Design for Selling*. The revolutionary new Famous-Barr branch store opened by The May Department Stores Company in St. Louis has captured the attention of the merchandising world. Its "Design for Selling" symbolizes the imagination and experience of this institution through its long and eventful evolution. The brochure presents the story and offers pictures and blueprints of the entire store. It also explains the success of The May Company chain of twenty-three stores. Write to Mr. George A. Rauch, Advertising Department, The National Cash Register Company, Dayton 9, Ohio, for your free copy.

■ "This Is Mrs. Woolsey"—

This free, cleverly illustrated booklet presents a composite picture of the average children's-wear customer, her buying motives, and how to appeal to them with wool. The booklet is unusual because it features the emotional appeals rather than the scientific approach. Mrs. Dorothy W. Burgess, director of Retail Education for the Wool Bureau, Inc. (16 West 46th Street, New York 36, New York), will be glad to send you a copy.

■ Careers Research Monographs—

Many students are faced with the rather baffling problem of deciding what to take up as a life work. And, with the variety of occupations so much greater than ever before, the task of a student in choosing a career is greatly complicated. This is a time when he needs to have *Careers Monographs* at hand. *Careers Monographs* makes an attempt to answer these problems. You will be amazed at the large amount of occupational information these monographs make available to your students. They constitute a veritable encyclopedia of career information. Write to Mr. John A. Prescott, Director, The Institute for Research, 537 South Dearborn Street, Chicago 5, Illinois, asking for a copy for your classroom use.



Samuel W. Caplan

Business Letter Writing

(Continued from page 19)

be a great help to them when they become business teachers—which is true. Working with younger students, it would be necessary to outline the project in more specific detail.

- *This is an individual project*, assigned early in the course to be turned in at the end of the semester. In most instances, the notebooks have proved to be superior.

To facilitate my examination of the notebooks, to assure easier location of materials in them, and to enforce some degree of organization, I ask each student to prepare a table of contents. A typical one:

1. *Letters*: Inquiry, recommendation, introduction, application, sales, announcement, invitation, credit, collection.

2. *Stationery*: Colors, sizes, weights, bonds, letterheads, second sheets, onionskins, interoffice, carbons.

3. *Envelopes*: Sizes, business-reply, intraoffice, interoffice, window.

4. *Literature*: Free materials from educational divisions of companies that sell stationery, pens, typewriters.

5. *Cartoons* (dealing with letters).

6. *Bibliography*: Articles, textbooks, reference books.

- *Many devices are used by students to enliven and enrich their notebooks*. Many students, for example, prepare pairs of letters of each type; then they mount effective letters on left-hand pages, with ineffective letters on the facing right-hand pages. In these instances, the students identify the characteristics of each selection.

Some students, extending the same idea, underline in green desirable expressions ("thank you," "may we suggest," etc.) and in red undesirable expressions ("You state," "our policy prevents our," etc.), a device that not only calls for careful analysis but also reveals essential facts of business letter writing at a glance.

- *The completed notebooks take on many different shapes and appearances*. Students assemble their material in loose-leaf notebooks, in folders, even in corrugated boxes. All the notebooks are returned to the students after they have been reviewed by the instructor; since these college students expect to become teachers, the materials represent valuable teaching resources.

■ The Projects Are Effective—

These two projects do free students from complacency, do stimulate their interest in business letter writing. More, they are effective projects for conveying the course content that students should learn.

Ideas for you to try in your next presentation of letter writing?

Columnar Cash Journal

(Continued from page 32)

Achievement or pin, complete the requirements for a Senior Certificate and then prepare a statement showing total receipts for the month, an itemized list of total payments, and the net profit or loss figure for April. For this statement, use journal paper with two money columns at the right-hand side of the paper or plain white paper 8½ by 11 inches, properly ruled. Have an accurate title for the statement. Use either pen and ink or your typewriter.

■ The April Transactions—

1 Paid for dairy products purchased, \$183.00.

3 Delivery man's collections and cash register receipts totaled \$291.82.

5 Sent a check to pay gasoline bill, \$16.18.

7 Bought postage stamps and stationery for office use, \$6.00.

10 Cash sales totaled \$409.16.

12 Paid light bill, \$17.16.

14 Sent a check to pay for merchandise purchased, \$154.80.

17 Paid for repairs to floor, \$39.00.

19 Paid fuel bill, \$75.70.

20 Bought two new typewriter ribbons @ \$1.25, \$2.50.

21 Paid for repairs to delivery truck, \$15.70.

22 Purchased eggs, \$30.00. Paid for newspaper advertising, \$35.00. The gross payroll amounted to \$291.20. (Note: In this business, a record of payroll deductions for employees' income taxes withheld and for Social Security taxes is kept in a separate book.)

23 Receipts from sales, \$789.14.

24 Sent a check to pay interest due on a promissory note, \$34.18. Also sent a check to pay for sales slips (charge to office expense), \$9.00.

26 Paid gas and oil bill for delivery truck, \$11.80.

27 Paid telephone bill for month, \$11.08. (Charge office expense.)

28 Receipts from sales totaled \$690.90. Paid for butter and cheese purchased, \$368.96. Also sent a check to cover radio advertising, \$30.00.

30 Paid fuel bill, \$24.00. The gross payroll amounted to \$277.44. Sent a check for insurance premium due, \$25.80; and one to cover purchase of milk, \$106.60.

■ Teacher's Key—

Total receipts from sales, \$2181.02; total payments, \$1765.10. Distribution of payments: Merchandise, \$843.36; Gross Payroll, \$568.64; Fuel and Light, \$116.86; Office Expense, \$28.58; Delivery Expense, \$43.68; Advertising, \$65.00; Miscellaneous Expense, \$98.98. Explanation of amounts in the Miscellaneous Expense column: Repairs to floor, \$39.00; Interest on note, \$34.18; Insurance premium, \$25.80.

Professional Reading

DR. KENNETH J. HANSEN

Colorado State College of Education
Greeley, Colorado

THE EMPHASIS that America places on advertising is considered by some to be one of the basic reasons for our high standard of living. The degree to which this is true may be debatable, but advertising certainly does play a most important part in our economy. Four books discussing advertising are reviewed this month:

• *How to Write Advertising that Sells*, by Clyde Bedell (\$6.00, McGraw-Hill Book Company, Inc., New York City, 36, 539 pp.), is a book that tells both the beginner and the seasoned ad man how to write copy that sells. This book will be helpful to those writing advertising copy for any type of business—either on the local level or the national level. The step-by-step approach used is highly personalized, and the author makes a frank statement at the beginning of the book as to who should read what parts, and why.

Bedell stresses the fact that ads should *sell*—that they should not just announce or bulletinize. He gives a method of approach and emphasizes strongly what he calls “the magic of words” and an “unending checkup,” so that the writer may continually appraise his effectiveness. The heart of the book is the author's thirty-one selling stratagems. Another effective section is the “Index to Quotations from Ads.”

This book should be of great help to everyone interested in writing advertising copy. It should also be of great help to teachers of business correspondence because of the sound writing principles that it stresses and the examples that it gives.

• *How I Learned the Secrets of Success in Advertising*, by G. Lynn Sumner (\$4.95, Prentice-Hall, Inc., New York City 11, 246 pp.), is an autobiography covering forty years of highly successful advertising and selling experience. The author explains what good advertising is, how it is done, and its importance both to business and to individuals.

The scope and significance of this book can probably be best indicated by a list of just a few of the chapter headings: “How We Found the Position in a Magazine that Produces the Greatest Results,” “How Vacation Canvassing Taught Me Ten Principles of Selling,” “How I Learned the Importance of Pre-Testing a Selling Plan,” “Selling the Millions by Mail,” “How We Laid the Basis for Advertising Research,” “How We Found Ways to Increase Advertising Responses,” and “The Campaign that Created a Third of a Million New Customers and Financed Itself.” This is a book that can be read with real interest by all business teachers.

• *Advertising Agency Practice*, by Irvin Graham (\$4.50, Harper & Brothers, New York City, 303 pp.), is a highly specialized, detailed account of how advertising agencies are organized and operated. The book is divided into three parts: Purpose and Growth; Management; and Service Function.

Graham has based his book on a study of advertising agencies throughout the country and on his personal experience as head of the Irvin Graham Agency in New York City. This material will be of primary interest to agency owners, but it provides an excellent background for anyone interested in advertising agency procedures.

• *Advertising Terminology*, by H. Victor Grohmann (\$1.00, Pendray & Company, 55 W. 42nd Street, New York City 36, 86 pp.), provides the most complete dictionary of advertising language published to date. The definitions are divided into the following groups: art terms; general terms; media terms; production terms; and radio and television terms. There is also a list of associations in the advertising field, an explanation of proofreaders' marks, and a good index.

This dictionary does not include definitions of a strictly technical nature, nor does it include slang expressions. However, it may be a little difficult to differentiate between slang and nonslang expressions in advertising. The radio and television section has the largest share of definitions and production terms form the next largest group. This book should definitely be in every library.



Kenneth J. Hansen

BEST OF THE BEST

Bookkeeping Contest Winners

From thousands of solutions submitted in the monthly bookkeeping contests conducted by BUSINESS EDUCATION WORLD, the judges have selected papers from the students listed below as the most outstanding.

November Contest

Betty Ann Benson, Community High School, Scott City, Kansas (Hester J. McKee); Vivian Campbell, High School, Gastonia, North Carolina (Betty Mintz); Barbara Ferretti, Queen of Peace High School, North Arlington, New Jersey (Sister Catharine Anita); Denise Gratton, Holy Angels Academy, Saint Jerome, Quebec, Canada (Sister M. Therese de la Providence)

Joyce Ann Honaker, High School, Mt. Orab, Ohio (Jean Shape); Carol Jenkins, High School, Beaver, Oklahoma (Mrs. H. W. Huguley); Judy Korek, St. Mary High School, Menasha, Wisconsin (Sister Mary Cuthbert); Ruth McDonald, Holy Name High School, Chicopee, Massachusetts (Sister Alfreda); Helen McGill, St. Charles Commercial School, Amherst, Nova Scotia (Sister Joseph Margaret); Elaine Miller, Community High School, Peotone, Illinois (Martha L. Thomas); Gertrude Monahan, St. Marys High School, Waltham, Massachusetts (Sister Esther Marie)

Evelyn Rice, College of Our Lady of Mercy, St. Johns, Newfoundland (Sister M. Cecilia Agnes); Ardith Scheurman, High School, Sidney, Nebraska (Mrs. Vergal A. Hunn); Michele Theoret, Saint Ann Academy, Montreal, Quebec, Canada (Sister Mary Ann Laura); Donna Yergen, North Marion High School, Aurora, Oregon (Miss Paulick).

December and Jan Contests

Ann Edwards, Public School, Hale, Missouri (Clara Welch); John Emmens, High School, Fort Benton, Montana (Mrs. Ruby Sporeder); Verna Frederick, Good Counsel Academy, Mankato, Minnesota (Sister M. Elisabeth); Anne Inglis, St. Mary's Academy, Windsor, Ontario, Canada (Sister Eulalie of Rome); Janet Johnson, High School, Rochester, Vermont (Mrs. O. Bagley); Lise Lefebvre, Holy Angels Academy, Saint Jerome, Quebec, Canada (Sister M. Therese de la Providence); Charlotte McCoy, Holy Name High School, Chicopee, Massachusetts (Sister Alfreda); Kathleen Milner, St. Charles Commercial School, Amherst, Nova Scotia (Sister Joseph Margaret); Mary Nagle, St. Mary's High School, Waltham, Massachusetts (Sister Esther Marie); Frances Normand, St. Martin Commercial School, Somersworth, New Hampshire (Sister M. St. Francis); Dorothy Tenney, Commercial School, Addison, Michigan; Carol Wada, Union High School, Yuba City, California (Gerald D. Cornwell).

Teaching Aids

JANE F. WHITE

Georgia State College for Women
Milledgeville, Georgia

A NEW BOOKLET, *Typographic Planning for Typewriter Composition*, has been published by IBM, 590 Madison Avenue, New York 22, New York. Many schools are discovering that printing expenditures can be reduced by reproducing yearbooks, forms, reports, and other types of printed material by photo offset from typed copy. This new booklet is a valuable guide to the preparation of master copy as well as a useful instruction tool for the classroom. The booklet itself serves as an example of the results obtainable by this process. You should send for your free copy without delay.

■ Economic Pamphlets—

Over ten subjects in the field of economics are listed in the current catalog of Public Affairs Pamphlets, 22 East 38th Street, New York 16, New York. There is no charge for the catalog and only 25 cents for each pamphlet listed. Discounts on quantity orders will be quoted on request.

■ Should Your Keyboards Be Blank?—

Hurray! You can now get (and free, too) a reprint of that wonderful article, "Lettered Versus Blank Typewriter Keyboards," that appeared in BEW last May. It's by Dr. Harves Rahe and twenty other nationally known experts in typing. Send your request and your stamped, addressed envelope to Mr. D. P. Sheridan, Remington Rand Inc., 315 Fourth Avenue, New York 10. RemRand has reprinted thousands of copies.

■ Understanding Financial Statements—

Your Company's Financial Reports will assist your bookkeeping students in learning the how and why of Balance Sheets and Income Statements. This reprint from *The Exchange*, monthly publication of the New York Stock Exchange, is one of their many free aids for the classroom. Be sure to write for a copy for use in your class.

■ Free Booklet on Steel—

Bethlehem Steel Company has reproduced a booklet, *Steel in the Making*, that describes in brief, nontechnical terms the fundamentals of steel making. It would be of interest in economic geography classes, and it is yours for the asking from General Offices, Bethlehem Steel Company, Bethlehem, Pennsylvania.

■ Job-Hunting Booklet—

Basic universal procedures that are applicable to all types of industries and that have proved helpful in getting the right job have been outlined in a booklet, *Getting the Right Job*, published by the Glidden Company, 1396 Commerce Building, Cleveland 14, Ohio. This booklet is free in any reasonable quantity.

■ Memos from League of Women Voters—

A six-page catalog lists a number of materials—ranging in cost from five cents to fifteen cents—that are suitable for business teachers. *Big Government and Conservation*, *Economic Steps toward Peace*, *Big Government and the Citizen*, and *The Citizen and the U. N.* are a few suggestive titles. Send your requests for this catalog to 1026-17th Street, N.W., Washington 6, D.C.

■ Better "Good Grooming"—

Each year, Bristol-Myers comes out with something new, more colorful, and different. Be sure you have their new catalog and order from the list of Good Grooming materials. Address your request to the Educational Service Department, Bristol-Myers Products Division, Bristol-Myers Company, 45 Rockefeller Plaza, New York, New York.

■ TWA Educational Literature—

Be ready for that travel unit in General Business with as much material as possible on air travel. Trans World Airlines, 80 East 42nd Street, New York 17, New York, has prepared a kit of maps, pictures, air routes, reprints, and similar visual aids designed for secondary schools, plus an excellent Reference List for Secondary School Teachers. Everything's free, too!



Jane White

Why is Royal the No.1 school typewriter

Unlike **Topsy**, Royal just didn't *grow*, until it became number one.

It *got* there—for many good reasons, perhaps one of the most important being this: It is built with the operator in mind.

"Magic" Margin, Carriage Tension Control, and the tabulating mechanism are examples. With such exclusive features, Royal is easier to teach on and is easier for the pupil to learn on.

And Royals have the durability school use requires. Royal is the finest, most rugged precision writing machine built. It takes less time out for repairs and causes less interruptions in class schedules.

Then, too, Royal offers unequalled services. With more than 800 service centers, Royal is able to deliver highly skilled typewriter maintenance. Royal also offers free instructional demonstrations and provides students with a wealth of typing and teaching-aid materials.

In the business world, Royals are preferred 2½ to 1 by those who type. Are you teaching on the favorite typewriter of the business world?

ROYAL[®]

STANDARD • ELECTRIC
PORTABLE

Roytype Typewriter Supplies



Royal Typewriter Co., Inc.

School Dept., 2 Park Ave., New York 16, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

Name _____

School _____

City _____ State _____

"Magic" is a registered trademark of Royal Typewriter Company, Inc.

Terry had to act fast or the surly youth could crush her boss's chances—and her own

In the Interest of Justice

EMMA R. PAQUIN

NO MATTER HOW MUCH I RUB THIS DESK, it just doesn't look any better, Terry Elliott thought as she polished¹ the old yellow oak that had been in our courthouse inventories longer than Terry had been in the world. For two months² now, she had been polishing that desk proudly, yet uncertainly, too, for Mrs. McCall had made it clear that Terry³ was only on probation as her secretary. Mrs. McCall had been kind, even gentle, but very⁴ definite about that.

■ The day Terry was interviewed, Mrs. McCall studied her credentials for a long, silent⁵ moment. Then she said, "Your shorthand and typing seem adequate, Miss Elliott. Your appearance is fine. But how⁶ much experience have you had?"

Always *that*, Terry thought, her heart sinking to her knees. They always want experience!⁷ How are you supposed to get any unless someone gives you a job in the first place?

"You'll just have to admit⁸ you've never had a real job," she told herself firmly.

To Mrs. McCall she said, "The business college sent me⁹ out on temporary jobs several times. Also, I did some mailing for Mr. Tom Hannigan during his¹⁰ campaign for County Attorney. After Mr. Hannigan was elected, he told me about your being¹¹ appointed special assistant to Judge Carter and suggested I might qualify as your secretary. Mr.¹² Hannigan said he'd be willing to be given as a reference."

■ Mrs. McCall had listened intently as¹³ Terry talked. "You have a pleasant voice, Miss Elliott. It should sound well

over the phone, and that's important here. We'll¹⁴ be dealing with many overwrought, unhappy people." Mrs. McCall leaned toward Terry. "The only asset¹⁵ you seem to lack is experience. When an emergency arises, you've got to handle it as an experienced¹⁶ girl would, or I can't keep you."

Why, thought Terry, she's talking as if I'm hired! Feeling her cheeks grow pink with¹⁷ excitement, she asked hesitantly, "Aren't you going to call Mr. Hannigan?"

Mrs. McCall's face rounded into¹⁸ a smile as she admitted, "Mr. Hannigan called *me*. I wanted to see if you would be frank about your¹⁹ background." Then, her voice becoming serious, "Mr. Hannigan says you take responsibility unusually²⁰ well, and he asked me to give you a trial. I'm doing just that."

Mrs. McCall rose, and Terry knew the²¹ interview was ended. She had a job now, if she could hold it. "What time shall I come?"

"Nine tomorrow," Mrs. McCall²² smiled. "Don't worry. I used to be a secretary myself. I know how hard it is at first."

■ It was hard at²³ first, Terry thought, remembering. But a girl couldn't hope for a nicer boss than Mrs. McCall. Terry

had learned²⁴ how Mrs. McCall had gone to law school nights, while working days in an office. She had taken extension classes²⁵ in psychology at the University.

"If it's any comfort to you," Mr. Hannigan had said when²⁶ Terry called to thank him for his recommendation, "Mrs. McCall is on trial, too. The opposition²⁷ newspaper keeps reporters on the courthouse steps who would pounce on a human interest story about a case Mrs.²⁸ McCall slighted. When her appointment comes up for confirmation, it's sure to be contested. The Judge and I²⁹ know very well the court can't handle its present load of domestic and juvenile cases without an assistant;³⁰ but, while Mrs. McCall is well qualified, the opposition will discredit her if they can, just on³¹ general principles. You've a lot of responsibility, Miss Elliott. Good luck!"

■ She *had* to succeed, Terry³² thought, as she sharpened two pencils for Mrs. McCall's top drawer. She smiled as she opened it—it looked almost like³³ a secretary's desk, with the shorthand notebook right in the front. Mrs. McCall had found that she could often write³⁴ out whole petitions when the person she was interviewing digressed from his troubles or became so upset it³⁵ was kinder not to look directly at him. And, by dictating to Terry from these notes, Mrs. McCall saved³⁶ considerable time.

No interviews *this* morning, though. Mrs. McCall was in court with the parents of a problem³⁷ child. Terry's notebook bulged with letters—one to a school principal, reporting on a truant; another, urging³⁸ an estranged hus-

* The material in this section is counted in groups of twenty "standard" words as a convenience in dictating. To dictate to your class at 60 words a minute, dictate each group in 20 seconds; at 80, in 15 seconds; at 100, in 12 seconds; at 120, in 10 seconds, etc.

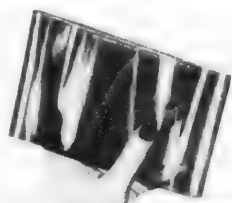


Get the best out of your mind with this different dictating machine!

Your success depends not just on what's in your mind, but what you get out of your mind. How well you communicate! And that's why the Dictaphone TIME-MASTER is the run-away favorite of busy people.

Just pick up the mike, talk, and you'll soon find out how easy it is to get the best out of your mind.

The new, red plastic *Dictabelt* is transcribed, mailed, filed, or thrown away. And it's so inexpensive it is used only once.



No higher than a king-size cigarette, and letterhead size in the area it covers, TIME-MASTER is so simple to operate it puts wings on your work.

Your voice comes through with F-M clarity on the new *Dictabelt*, exclusive with TIME-MASTER. Your secretary transcribes from *Dictabelt* with reproduction so clear that she'll think she's listening to F-M radio!

So new and different and better is TIME-MASTER that heads of nations, corporations, universities and leaders in business and the professions have turned to it enthusiastically. That is why there is a great demand for proficient TIME-MASTER secretaries.

Are your students receiving this training?

SEND COUPON NOW!

DICTAPHONE®
CORPORATION

Greatest name in dictation



IT'S
SAID—

AND
DONE!



DICTAPHONE CORPORATION, Dept. BW44
420 Lexington Ave., N. Y. 17, N. Y.
I would like to have more information about the Dictaphone
SCHOOL RENTAL-AT-COST PLAN and the Business Practice Course.

Your Name _____

School _____

Street Address _____

City & Zone _____ State _____



band to discuss the possibility of reconciliation with his family; a letter³⁹ of recommendation for a girl whose character had blossomed since she had been placed in a new foster home.⁴⁰ Terry manipulated the keys of her typewriter with steady precision.

■ The door from the hall opened slowly⁴¹ to admit an overgrown boy of about fourteen. He had great, staring eyes and a puffy, unhappy-looking⁴² mouth. In his hands he turned a dirty cap as he approached Terry. "Miss, I came to see the lady in there." He⁴³ waved his cap towards Mrs. McCall's office.

"I'm sorry," Terry explained gently. "Mrs. McCall is out. Could you⁴⁴ come back after lunch?"

The boy licked his lips, and his forehead wrinkled. He moved close to Terry's desk and shook his cap⁴⁵ vehemently. "Long ago I wrote for a permit, but it didn't come. I wrote long ago, but no permit."

Fright edged⁴⁶ close to Terry, but she pushed it back and tried to understand the boy's problem. Obviously he wanted a work⁴⁷ permit so that he could be excused from school. He must have some kind of record, and the permit required judicial⁴⁸ approval.

■ "What is your name?" Terry tried to sound efficient.

"Nels Barry," the boy mumbled.

Terry scanned the files. Yes,⁴⁹ he had been mixed up with a rough lot of boys. "Low normal intelligence," the report said. "Easily led. Father⁵⁰ dead, mother in poor health. Avoid antagonizing and employ as soon as possible."

About two weeks back, Terry⁵¹ now recalled, there had been a letter received requesting a permit; but the signature had been an unreadable⁵² scrawl. That must be the letter Nels meant.

"Can't you come back later?" Terry asked. "Mrs. McCall will be here then."⁵³ and she can give you what you need."

"Three days ago," the boy held up three fingers, "Mother came and talked to her, and lady⁵⁴ promised paper tomorrow. But the man says I must have it this morning or no job."

His mother must have been⁵⁵ here the day I had to do an errand for Mrs. McCall, thought Terry quickly. I can't reach Mrs. McCall while⁵⁶ she's in court, but the boy needs the letter now. What would Mrs. McCall want done? Her notebook—that's it!

■ Terry took the⁵⁷ notebook from Mrs. McCall's desk. She flipped through the last pages, looking for "Barry" in long-hand among the shorthand⁵⁸ outlines. Sure enough! Mrs. McCall had drafted a letter while talking to Mrs. Barry—undoubtedly she⁵⁹ had intended to dictate it when she returned from court. Terry knew that, if she could transcribe it now and take it⁶⁰ up to the Judge's chambers, old Gus, the guard, would get the letter in to Mrs. McCall, the

Judge could sign it, and⁶¹ Nels could get his job.

■ Motioning Nels to a chair, she went to work. Soon a more confident Nels (not exactly smiling,⁶² but able to manage a gruff "thanks") left the office with the letter he needed, and Terry settled down to⁶³ finishing her work.

■ When Mrs. McCall came in, she beamed, "Good girl, Terry! We secretaries make a pretty good⁶⁴ team. I guess you know that if you had sent Nels away empty-handed today and

those reporters had gotten a⁶⁵ twisted story out of him, there'd be nothing left of us but hamburger!"

Why, thought Terry, this was the emergency⁶⁶ I was worried about, and I met it! If only I can do as well the next time—but they say the first hundred⁶⁷ years are the hardest.

Terry squared her shoulders and patted her battered yellow oak desk. "Looks as if we might as⁶⁸ well get used to each other," she said softly. "I may be here awhile, too." (1373)

An open letter to the secretaries of America from a European secretary who has studied our ways

Dear American Secretary

MARGIT HILSENRAD

I HAVE JUST RETURNED TO EUROPE after a visit to the United States. In addition to the marvels of¹ the Empire State Building, the Golden Gate Bridge, and all the wonderful things that lie between, I was greatly impressed² by the charm and efficiency of American secretaries. Not only were you helpful to me in the³ various offices I visited, but the way you manage to dress so prettily and look like ladies of⁴ leisure throughout a busy workday was quite an inspiration to me. I am Austrian, but I have also⁵ worked in Germany, Switzerland, and Scotland. I have told my secretarial friends in Europe about you, and⁶ we'd like to tell you something about ourselves in return.

■ To begin with, if I were writing this letter in my⁷ own language, I would probably have addressed you as "Most Honored Gracious Lady" instead of "Dear American⁸ Secretary" or "Dear Miss Jones." Does that make you feel like a princess? It seems quite natural to us; we are so⁹ used to it. We Europeans are much more formal than you are. This is noticeable even in the office,¹⁰ where people may drink coffee together twice a day but still not call each other by their first names.

■ I was always¹¹ amazed, when walking into an American office, at the number of machines that were being handled so¹² calmly and efficiently by girls whom one might think very pretty but

rather helpless when it comes to mechanical¹³ skills. I can see now that nothing like this should have amazed me after watching the skill with which women in¹⁴ your country drive and park their cars in crowded cities. We also use modern office machines, but we certainly¹⁵ have a much smaller number of dictating machines and electric typewriters. It seems it is not only in¹⁶ the kitchen that the American women can enjoy laborsaving devices!

What she lacks in mechanical¹⁷ skills, the European secretary must make up for in other ways. In addition to her usual¹⁸ knowledge of shorthand, typing, and general psychology, and her special knowledge of arranging flowers, buying¹⁹ last-minute birthday presents, and sewing on her boss's coat buttons in an emergency, she usually²⁰ has to know at least one foreign language. Many firms employ foreign correspondents; and, for this reason, the²¹ secretary must know several languages. English, French, and Spanish are usually considered the most²² important.

■ A secretary in the United States can send her boss off to a conference knowing that, except²³ for unfavorable weather conditions, he will not be likely to meet any restrictions in travel.²⁴ In Europe this is not so. Some countries (for instance Switzerland, Austria, and Belgium) are no larger than²⁵ the state of Maine, and we secretaries have to be familiar with all the regulations concerning passports,²⁶ visas, and currency exchange.

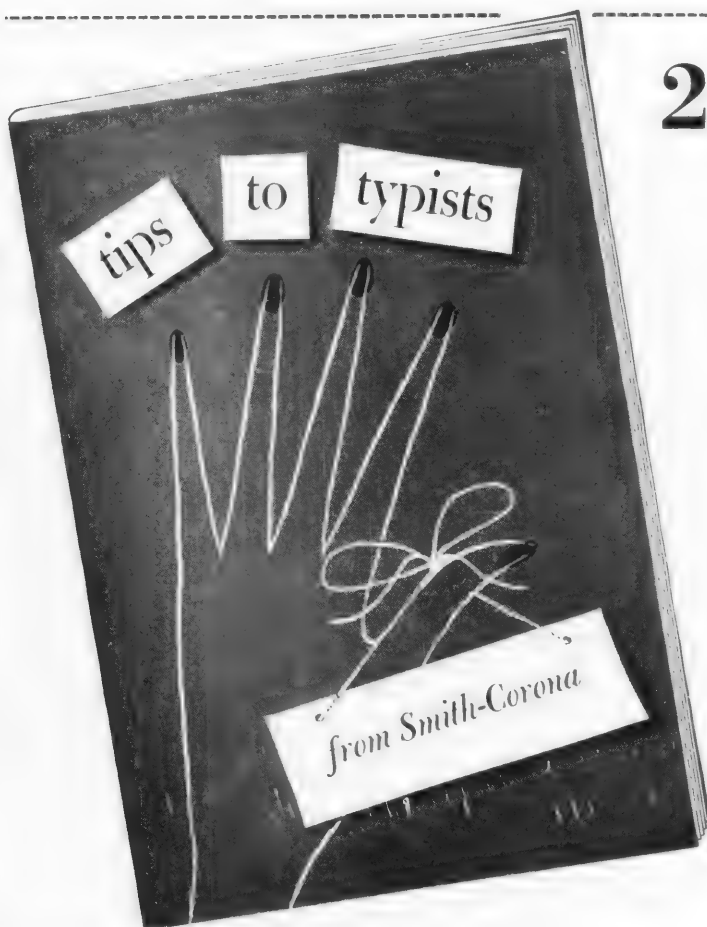
2 new items you and your students should see...



1. The ALL-NEW Smith-Corona

"Eighty-Eight"
SECRETARIAL

Recently announced—and getting enthusiastic acceptance everywhere! Secretaries love this ALL-NEW Smith-Corona "Eighty-Eight" for its brand new, tireless "touch" and effortless action. Two added keys, four extra characters now—making 88 characters in all. Plus many other new features, exclusive features—for increased speed, greater efficiency and perfect writing results.



2. This mighty useful pocket-size brochure

Free!

Here is an attractive, easy-to-read, 24-page, pocket-size brochure—chock full of practical suggestions, typing tips and professional short-cuts. It is of genuine value to all typists—experts or beginners. Your students will find it mighty useful, whatever kind of typewriter they are now using or will use in business. Look over a copy first or order enough now for all your classes. Please use coupon.

SMITH-CORONA INC

710 E. Water Street Syracuse 1 N Y

- ☐ I would like more information on your All-New "Eighty-Eight" Office Typewriter.
- ☐ Send me one copy of "tips to typists" for my examination, before ordering quantities for student distribution.
- ☐ Send me.....copies of "tips to typists" for distribution to our students. There will be no charge.

Name _____

School _____

Street _____

City _____ Zone _____ State _____

SMITH-CORONA INC SYRACUSE 1 N Y Canadian factory and offices: Toronto, Ontario. Makers of famous Smith-Corona Office Typewriters, Portable Typewriters, Adding Machines and Cash Registers, Vivid Duplicators, Ribbons and Carbons.

On a busy day, the coffee hour comes as a welcome relaxation from these²⁷ complications. In England, this is quite a ceremony, though there, of course, they drink tea. In a large office, it²⁸ is one special person's responsibility to make the tea; and punctually at 10 a.m. and 3 p.²⁹ m., she carries fragrant cups of it to all the desks, knowing exactly how much cream Miss Jones likes and how much sugar³⁰ for Mr. Smith.

■ Although we, too, work hard and do not spend all our time drinking tea or coffee, life on the whole³¹ proceeds at a much more leisurely pace in Europe—even in the office. In Geneva, Switzerland, for instance,³² the customary lunch hour is from 12 noon till 2 p.m. Since all the stores also close down, a girl cannot³³ do her shopping then—she either goes home for a leisurely lunch or takes her sandwiches and a book to a nearby³⁴ park. To make up for this long break at noon, office hours are until 6 p.m. and on Saturday morning.

Many³⁵ of our cities are not large and spread-out like your American cities—with their miles of suburbs—so, many³⁶ of us like to walk to work in the morning. It really wakes you up, especially when you make a habit of³⁷ walking through the part of the city where the most beautiful stores are located. Many streets are still paved with³⁸ cobblestones—picturesque, but a dangerous trap for high heels. Because of this, low or flat-heeled shoes are customary³⁹ for everyday wear, including the office.

Our favorite office clothes are simple tailored suits or dresses,⁴⁰ with considerably less costume jewelry than I noticed being worn in the United States.

■ The brief⁴¹ case, in Europe, does not belong only to the boss. His secretary carries one, too. It is useful for holding⁴² everything, from papers and sandwiches to books and knitting. A secretary, carrying her brief case⁴³ and walking to work in the morning past beautiful stores, may feel inspired by the goods on display—but not by the⁴⁴ prices! Prices are high in Europe, much more so than in the United States. In Austria, for example, a⁴⁵ secretary cannot get a pair of medium-quality shoes for less than a whole week's pay, and a winter coat⁴⁶ may cost over a month's pay. Nylons are a luxury. If she needs a simple navy-blue dress for the office,⁴⁷ the chances are that she will not be able to find one ready-made in her correct size; and, unless she can make⁴⁸ one for herself, she will probably have to buy the material and spend several days' pay to have it made⁴⁹ by a dressmaker.

■ We look forward to our vacations just as much as you do, and save for them all year. Although⁵⁰ distances in Europe are much shorter (we could drive through several countries in the time it takes to cross Texas),⁵¹ we usu-

ally spend our vacations in our own country. This way, we do not have to cope with all the regulations⁵² and restrictions on travel. Besides, it's cheaper — and a wonderful way of getting acquainted with your⁵³ own land. We frequently return to a favorite lake or mountain resort year after year.

The lake resorts are⁵⁴ for those who love to laze all day on the beach and dance half the night. The isolated villages in the Alps are⁵⁵ for the secretaries who really love peace and quiet. Many a secretary can be seen clad in boots,⁵⁶

stick in hand and knapsack on her back, climbing one of the lovely peaks and looking down on the whole world from her lofty⁵⁷ perch. Some energetic girls take their vacations during the winter months in order to go skiing.

■ My visit⁵⁸ to the United States has been one of the most enjoyable vacations I have ever had. I hope that⁵⁹ you will come to visit us some day; that is, if you can persuade your boss to try to manage without you for that⁶⁰ length of time! Yours sincerely, Margit Hilsenrad, A European Secretary (1215)

Flash Reading*

Chicago, Illinois

ELSIE LEFFINGWELL

CHICAGO IS FAMOUS. It is the greatest railway town on earth. Fifteen hundred passenger trains and numerous¹ freight trains come into its terminals every day. Chicago is the beef citadel of the world, the center² of the world's meat-packing industry, and the world's greatest livestock and grain market.

The city is in close touch with³ every producing region of our country; and, because of its superb railway facilities, it is the⁴ natural marketing place of the nation. Chicago leads all our other cities in the marketing of food-stuffs,⁵ machinery, and many other articles.

Chicago is famous as a shopping center. Millions of⁶ catalogues go out each year from the Chicago offices of such companies as Sears Roebuck, Spiegel, and⁷ Montgomery Ward. Millions of customers purchase by mail the many articles advertised in these catalogues.⁸

Chicago holds a prominent place in practically all our industries. It is the second largest⁹ city⁹ in the country. Four million people live in Chicago, a city that is hardly more than four generations¹⁰ old.

■ Built on the southwestern shore of Lake Michigan, Chicago has a lake front some thirty miles long. Through the heart¹¹ of town, Michigan Avenue, Chicago's most famous street, is built up on one side only, with an expanse of¹²

green lawns edged by the Outer Drive on the lakeside. Also famous are Chicago's Halsted Street, where Jane Adams worked¹³ diligently in behalf of the residents of that section; Randolph Street, the center of Chicago's night spots,¹⁴ offering many kinds of entertainment; and LaSalle Street (The Street), heart of the financial district.

Chicago¹⁵ is divided into three sections. On the West Side are the more modest homes; on the North Side, the Gold Coast section;¹⁶ on the South Side, the University of Chicago, with its outstanding faculty.

Several of the best¹⁷-known of our present-day authors, notable among them Carl Sandburg and Ernest Hemingway, grew up in the section¹⁸ around Chicago.

Chicago is known as the meeting place of the nation. Especially lucky are those¹⁹ who attend a gathering in Chicago during the Christmas season. Then Michigan Avenue is gaily²⁰ decorated with prancing reindeer and electrically lighted Christmas trees; and Marshall Field's, the city's best²¹-known department store, is festive with beautiful Christmas lights and baubles.

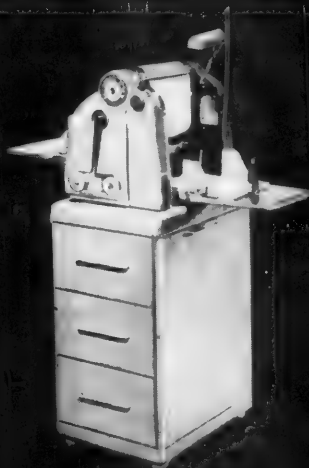
One can easily realize why²² Chicago has been given the title, "Host city of the Nation." (451)

* Vocabulary limited to Chapters Five and Six of Gregg Shorthand Simplified.

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Sincerely yours,

A. E. Klein
A. E. Klein, Supervisor
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■ Doctorates, Newly Reported—

• **Richard C. Gerfen**, Doctor of Philosophy, at Northwestern University, August, 1953. Dissertation: *A Study of Current Practices in the Administration, Organization, and Teaching of Business Report Writing and Related Courses in Colleges and Universities of the United States*. Major advisor: **Dr. Russell Cansler**. Doctor Gerfen is an assistant professor on the Northwestern staff; is a lieutenant-commander in the Naval Reserve; has been a teacher, principal, and superintendent.

• **William B. Runge**, Doctor of Education, in June, University of Southern California. Thesis: *Practice in Secondary School Co-operative Work-Experience Programs for the Distributive Occupations*. Major advisor: **Dr. Albert C. Fries**. Doctor Runge received his B.S. and M.S. degrees from Colorado State A. & M. College; he is an assistant professor of distributive and secondary education at the University of New Mexico.

• **K. E. Lucas**, Doctor of Philosophy, Ohio State University, last August. Dissertation: *Criteria for the Evaluation of Programs of Study Leading to the Master's Degree that Prepare Teachers of Business Subjects for the Secondary Schools*. Major advisor: **Dr. J. Marshall Hanna**. Doctor Lucas is on the staff of Fairmont (West Virginia) State College.

• **Ralf J. Thomas**, Doctor of Education, at New York University, last October. Dissertation: *A Survey of Business Education in the Public Secondary Schools and the Public Junior Colleges in the State of Kansas*. Major advisor: **Dr. Paul S. Lomax**. Doctor Thomas is head of the Department of Commerce and Business Administration

at the Kansas State Teachers College (Pittsburg).

■ Lives, Private and Professional—

• **Russell E. Plymate**, for 38 years a mainstay of the faculty at the Elliott School of Business (Wheeling, W. Va.) and long a leader in the affairs of the Tri-State BEA, died in February. He had been a newspaperman, school executive, and teacher prior to joining the Elliott staff.

• **Benjamin Newman**, a CPA and MBA staff member at Adelphi College, promoted: from assistant to associate professor.

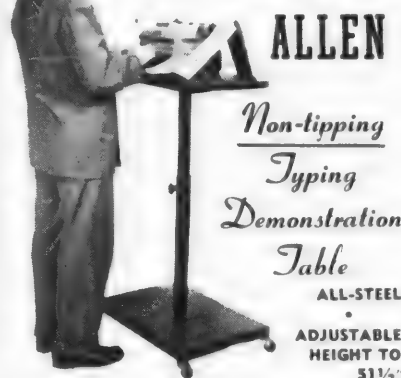
• **Frederick Riecke** died in March after a lingering illness, terminating more than 34 years of service to Weequahic (N.J.) High School. He had been department head for many years, was a leader in the New Jersey BEA and the EBTA.

• **Hiram N. Rasely**, executive vice-president of Burdett College (Boston), has been reappointed for another two-year term (he has served five years already) as consultant to the Advisory Committee to the Administrator of Veterans Affairs, in Washington, D. C. His role: spokesman for business education in Things Veteran.

• **Irma Lathrop** has joined the Stone College (New Haven, Conn.) staff, succeeding the late **Nellie L. Hotchkiss**, who died shortly after suffering a stroke in January. Miss Hotchkiss, one of the most expert teachers of shorthand in New England, had taught on the Stone faculty for 46 years and had served as the institution's vice-president from 1929 through 1942. Miss Lathrop comes to Stone from Larson College (Hamden, Conn.).

• **Dr. James Gemmell** is on leave of absence from his department-head post

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Dr. K. E. Lucas . . . Ph.D., Ohio State

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"I get a volume of technical dictation including specifications, etc., and transcribe rapidly, without difficulty." **Ann Giordano, Grayson Equipment Co., manufacturers and designers of kitchen equipment.**

Mr. Raymond C. Goodfellow, Director of Business Education, Newark Public Schools, Newark, New Jersey, says:

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at Pennsylvania State University (Dr. Dorothy Veon takes over during his absence) to serve as executive director of the Commission on Economics in Teacher Education, the organization that sponsors workshops and teaching aids in promotion of more and better economic understanding through the aid of teachers. He's in New York City (444 Madison Avenue) now.

• **Wayne L. Huff** is the new owner of Cecil's Business College, in Spartanburg, S.C. The school, a fine and fully accredited school that was founded in 1910, was directed for 12 years by R. T. Cecil, then for 25 years by L. M. Cecil (who died in 1947), and for the past 7 years by Mr. Huff. He purchased the school from the estate of the late Mrs. L. M. Cecil—his mother-in-law.

• **Robert John Maclean**, president of Detroit Commercial College for the past 40 years—giant in the field of training upper-level secretaries and court reporters, and leader in business education organizations—died on March 2 after a lingering illness. Mr. Maclean was 72. Administration of the College continues in the hands of his daughter, Lola Maclean, nationally known expert in typing (textbook author) and high-speed shorthand instruction.

• **Dr. Robert P. Bell** will succeed Dr. M. E. Studebaker as director of business-teacher training at the Ball State Teachers College (Muncie, Ind.) when Doctor Studebaker retires, in June, after 36 years of national leadership. Dr. Bell (Ed.D., Indiana U, 1952) is a Ball State alumnus. He began teaching (Pendleton, Ind., High School) in 1940, participated in the naval training school at Bloomington from 1942 to 1944, taught at Indiana University from 1944 to 1947, and joined the Ball State faculty in 1947.

■ Spring Calendar—

• **In Buffalo:** 1954 convention of the American Personnel and Guidance As-

sociation, at the Hotel Statler, April 11-15. Theme: "Guidance in a Free World."

• **In Emporia:** Sixth annual business education conference at the STC, April 10, on business machines. Led by **Esby C. McGill**; starring: **Dr. Peter Agnew**, of NYU.

• **In Terre Haute:** Annual BE clinic at Indiana STC, April 9-10. Presiding: **Dr. Paul F. Muse**; starring: **Madeline S. Strongy, Dr. John L. Rowe, Dr. Paul Carlson, Dr. Elvin Eyster.**

• **In Boston:** 57th Annual EBTA Convention, Hotel Statler, April 15-17. Presiding: **Bernard Shilt**; starring: two-thirds of the Who's Who in Business Education in the East.

• **In Sacramento:** California BEA convention, April 11-13. Theme: "Your Capital Honors Business Education."

• **In Dallas:** Third Annual Convention of the Mountain-Plains BEA, June 17-19, at the Adolphus Hotel. Presiding: **Earl G. Nicks**; starring key-noters: **Dr. D. D. Lessenberry** and **Robert E. Slaughter.**

• **In Columbus:** Ohio BTA annual convention, April 23-24, at the Southern Hotel. Presiding: **Dr. Harold Leith**; starring: **Doris Sponseller, Dr. Helen Reynolds, Howard Wheland, Dr. Paul Muse**, and a team of businessmen.

• **Also in Columbus:** Second Annual Conference on Co-operative Education, at Ohio State University, June 28-29.

• **In San Antonio:** Eighth Annual Convention of the Distributive Education Clubs of America, April 25-28, at the Plaza Hotel.

• **In Miami:** Florida BEA, April 9 luncheon meeting at the Seven Seas Restaurant. Presiding: **Della Rosenberg**; starring: **Gladys Peck**, Louisiana state supervisor.

• **In Chicago:** National Catholic BEA convention, April 21-22, at the Palmer House. Theme: "Psychological Aspects of Job Promotion."



Dr. Ralf J. Thomas ... Ed.D., NYU



Dr. Robert P. Bell ... to Ball State

• *In Indiana, Pa.:* Third Annual Business-Education Day sponsored by the STC. Starring: Editor-author Alan Lloyd.

• *In Cedar Rapids:* Second annual conference at Coe College, April 24, on campus, with cosponsorship of the Iowa BEA, Iowa State University, and Iowa STC. Starring: Business machines exhibit and Louis A. Leslie.

• *In Springfield, Illinois:* Annual convention of the Illinois BEA, at the Leland Hotel, April 8-10. Featuring: tours (business houses or state offices), sectional meetings, clinics, and a score of state leaders.

■ In Arkansas, Action—

It's 75 pages long, it's all meat and no fat, it's just about the most practical aid ever to cross a BEW editor's desk, and you probably can't get a copy: the recently released *Arkansas Handbook on Business Education*.

• One reason it is so valuable is that it is real grass-roots stuff. It contains separate chapters on each of the principal business education subjects; each chapter was developed by a squad of business teachers at a workshop (many had to take time off, without pay, to attend) where they had a "resource person" to help them fill in a basic outline prepared in advance by officers of the state's BEA.

• Sparkplug of the project is Mrs. Gladys Johnson (Little Rock Senior High School), president of the state organization, who begged, borrowed, and browbeat teachers, state department of education officials, publishers, even businessmen into supporting the project and bringing it to life.

[Illustration of the Johnson Technique: She is in Birmingham, attending last Thanksgiving's SBEA convention. She wants the next SBEA meeting to come to Little Rock. No Little Rock hotels make a strong bid for it, even on a second appeal. Mrs. Johnson steps into a phone booth, closes the door, makes a call, reverses the charges, talks for three eloquent minutes to a hotel manager. The next SBEA convention will meet in Little Rock.]

• To develop the materials in the Handbook, Mrs. Johnson and her associates wheedled enough Ford Foundation money to help on some of the expenses of a co-ordinator for the project and talked the co-ordinator—Dr. Theodore Woodward, of George Peabody College—into paying the rest of his own expenses. They set up two workshop dates (March 6-7 and May 8-9 last year) and "got" Gladys Bahr, Clyde Blanchard, Robert Slaughter, Harmon Wilson, and the writer [Alan Lloyd] as resource consultants. They inveigled 62 teachers into attending one or both workshops.

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ters on (1) typewriting, (2) shorthand, (3) bookkeeping, (4) general business, (5) office practice, (6) consumer education, (7) physical equipment and layout, and (8) the FBLA. Also prepared but not included are ready-to-use chapters on business English; business law, business arithmetic, and economic geography, which are not widely taught in Arkansas high schools.

Each chapter covers (a) objectives, (b) general course content, (c) equipment and supplies, (d) recommended teaching devices, and (e) standards.

• *Publication of the Handbook* was undertaken by the State Department

of Education's *Morgan R. Owens*, director of the Division of Instruction, who squeezed every possible cent out of the limited funds he had available: The job is duplicated; 500 copies were made and nearly all have been distributed, shared by the state's 2,000 business teachers. It's a shame; you ought to be able to get a copy.

But it is also a wonderful accomplishment of which Arkansas business teachers are proud.

■ **News on School Fronts—**

• *Them Tar Revenooers*, specifically tax collectors, are going to attend a special school (best guess: University

of Michigan) for training in how to gather taxes, scan returns, nab evaders, etc. About 250 are expected to enroll.

• *New salary scale* in Chicago, approved by the city Board of Education, gives elementary teachers a range from \$3,400 to \$5,500 and high school teachers a range from \$3,900 to \$6,150.

• *Boom for business education?* Washington reports that the number of clerical workers in the United States jumped from 4,300,000 in 1940 to 6,780,000 in 1950, for a gain of 55 per cent.

• *Fellowships at Columbia.* Want to earn a graduate degree at Teachers College, Columbia University, on a two-year earn-as-you-spend plan? Then, write to *Professor Hamden L. Forkner* at the University.

He says "There are a number of working scholarships available for graduate students who wish to earn while they learn. The scholarships involve 35 hours of work each week—mostly secretarial, but some selling and accounting positions are open—for about \$2900 for the 12-month year."

• *And Something New at Columbia:* For the many business teachers who would like to take "some" work at Columbia—perhaps just a week or two or three, and perhaps for just one or two hours a day, and perhaps for credit and perhaps not—Doctor Forkner has now gotten approval of plans that permit any business teacher to get his "some," whatever it may be. But you need his permission first.

■ **Gregg Award, Round Two—**

Nominations for the recipient of the 1954 John Robert Gregg Award in Business Education (national distinction, a citation, and a stipend of \$500) are now in order. *Procedure:* Write for an official nomination blank, obtained from Dr. Paul S. Lomax (he is chairman of the committee that administers the Award), New York University, Washington Square, New York, New York.

Any business educator may make a nomination. It should be based on outstanding accomplishment of the nominee in such things as contributions to teaching theory or methods or classroom procedure; contributions to business and industry (but with definite implications and significance for education), writings; original research or direction of research; leadership in professional organizations; and so on.

Winner of the 1953 Award was Prof. Frederick G. Nichols, formerly of Harvard (see BEW, February, p. 43).

■ **Who's When at EBTA—**

Last month BEW carried (pages 50-51) a detailed outline of the three-day program of the forthcoming 57th Annual Convention of the Eastern Business Education Association—the East Coast's biggest business teacher fete

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This month BEW, realizing that people go to conventions as much to hear specific people as to hear discussion of specific problems, presents a "Who's When" of the Thursday-Friday-Saturday meetings:

Anderson, Dorothy, Friday, 3:15 pm
 Angell, Albert D., Thursday, 10:00 am
 Baron, Harold, Friday, 9:30 am
 Benedon, Irv, Friday, 3:15 pm
 Bloomfield, Daniel, Thursday, 10:00 am
 Boynton, Paul M., Friday, 9:30 am
 Bramer, Harold F., Friday, 9:30 am
 Brecht, Robert P., Thursday, 2:30 pm
 Brennan, Agnes K., Thursday, 10:00 am
 Briggs, Milton, Thursday, 10:00 am
 Brigham, Lester H., Friday, 9:30 am
 Brown, James G., Friday, 3:15 pm
 Burger, Elizabeth, Friday, 9:30 am
 Burke, W. Ray, Thursday, 2:30 pm
 Burns, Gertrude, Thursday, 10:00 am
 Cannon, Margaret, Friday, 3:15 pm
 Chapman, Leland, Friday, 3:15 pm
 Cioffi, Helen, Friday, 9:30 am
 Connelly, Mary E., Friday, 9:30 am; 3:15 pm
 Cox, Gertrude, Friday, 3:15 pm
 Darling, Roland, Friday, 3:15 pm
 De Pippo, Anthony J., Friday, 9:30 am
 DiFelice, Pauline, Friday, 9:30 am
 Dodds, Thomas M., Friday, 9:30 am
 Donnelly, Ellen J., Friday, 3:15 pm
 Dorsey, James A., Friday, 9:30 am
 Eggleton, Margaret, Friday, 9:30 am
 Eimicke, Victor W., Thursday, 2:30 pm
 Fisher, Albert L., Thursday, 10:00 am
 Fishman, William, Thursday, 10:00 am
 Fortin, Laurent, Friday, 3:15 pm
 Frisch, Vern A., Friday, 3:15 pm
 Guild, Dorothy M., Thursday, 2:30 pm
 Greene, Thomas M., Thursday, 10:00 am
 Hyde, E. Duncan, Friday, 3:15 pm
 Jackson, A. Raymond, EBTA Executive Board; Thursday, 12 m; Friday, 3:15 pm
 Just, Robert, Friday, 9:30 am
 Keily, Helen J., EBTA Executive Board; Friday, 3:15 pm; Saturday, 9:30 am
 Kindall, A. F., Thursday, 10:00 am
 Kroepsch, Helen, Friday, 3:15 pm
 Kulp, Evelyn R., EBTA Secretary
 LaMonte, Theodore N., EBTA Executive Board; Thursday, 2:30 pm; Friday, 9:30 am
 Leach, Edward B., Thursday, 10:00 am
 Long, Arthur C., EBTA Vice-President; Thursday, 10:00 am; 2:30 pm; Saturday, 9:30 am
 McCarty, John J., Friday, 9:30 am
 Meehan, James R., Thursday, 10:00 am
 Metzler, LeRoy A., Friday, 3:15 pm
 Miller, Jay W., Thursday, 10:00 am
 Montgomery, John D., Friday, 3:15 pm
 Moran, Helen K., Thursday, 10:00 am
 Morrison, Rose H., Friday, 3:15 pm
 Mulkerne, Donald J. D., Friday, 3:15 pm
 Nye, Virginia, Friday, 3:15 pm
 O'Connor, William E., Thursday, 2:30 pm
 O'Neil, Claire, Friday, 3:15 pm
 Osborn, Alex F., Thursday, 6:45 pm
 O'Toole, Mary Courtney, Friday, 9:30 am
 Pickett, Richard D., Thursday, 10:00 am
 Polishook, William M., Friday, 9:30 am
 Post, Donald J., EBTA Executive Board; Thursday, 10:00 am; Friday, 9:30 am
 Purvis, Elgie G., Thursday, 10:00 am
 Reynolds, Helen, Friday, 9:30 am; 3:15 pm
 Reynolds, Marie, Friday, 3:15 pm
 Rice, Louis A., Friday, 9:30 am
 Riekse, Robert, Thursday, 10:00 am
 Rock, Earl F., EBTA Executive Board; Thursday, 10:00 am; Friday, 3:15 pm
 Rosen, S., Friday, 3:15 pm
 Rosette, Louis R., Friday, 9:30 am
 Roughsedge, Gertrude M., Thursday, 10:00 am
 Seavey, Agnes C., Friday, 9:30 am
 Sewall, Charles L., Friday, 3:15 pm
 Sherrill, Hunting, Friday, 9:30 am
 Shilt, Bernard A., EBTA President; Thursday, 2:30 pm; 6:45 pm; Saturday, 9:30 am
 Shultz, Kenneth A., Thursday, 10:00 am
 Small, Fred, Friday, 3:15 pm
 Snyder, Walter M., Friday, 3:15 pm
 Stickney, Rufus, Thursday, 12 m; 2:30 pm
 Taylor, Pernin, H. Q., EBTA Treasurer
 Tidwell, M. Fred, Friday, 9:30 am
 Welch, Robert R. W., Thursday, 12 m
 Willins, Stella, Thursday, 2:30 pm
 Wood, Marion, Thursday, 2:30 pm
 Wronski, Stanley, Friday, 3:15 pm
 Zoubek, Charles E., Thursday, 2:30 pm

THERE'S A KARLO STAND FOR EVERY TEACHER'S NEED

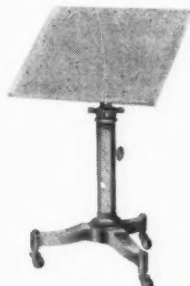


MODEL 1-E

The Karlo Typewriter Demonstrating Stand has been designed to meet the demand for the fast growing, popular method of audio-visual training. The stand is solidly built, eliminating wobble and vibration and features a wide range of adjustability from 35 to 48 inches.

The instructor stands at the typewriter and demonstrates the proper typing technique in view of the entire class. Teaching is easier — learning is faster.

Free rolling caster wheels make it easily portable and permit turning in all directions for demonstration purposes. Metal base finished in black, green, brown, maroon or grey, baked wrinkle enamel. Wood tops finished in Walnut, Mahogany, Oak, Green or Grey.



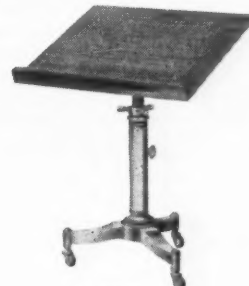
MODEL 1-G

This model is equipped with the tilting top bass wood drawing board. Ideal for stencil lettering or drawing. Can be adjusted to any angle and from 32" to 44" high.



MODEL 1-R

This model is designed to accommodate a specific piece of equipment, such as an adding or calculating machine or extra typewriters. When ordering the 1-R, be sure to state the base dimensions of your machine.



MODEL 1-V

This model is designed for holding large books, dictionaries, visible records, etc. Top is permanently mounted at approximately 35 degrees. It includes an 18" x 24" wood top with ledge. Adjustable from 26" to 38" high.

KARL MANUFACTURING CO.

32-34 IONIA AVE., S.W., GRAND RAPIDS 2, MICH.

Send Coupon for further information:

KARL MFG. CO.
 34 Ionia Ave., S.W., Grand Rapids, Mich.

Gentlemen: I am interested in getting complete details on the entire line of "Karlo" Stands, a few of which you show in your advertisement in Business Education World. Send information today.

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New Business Equipment

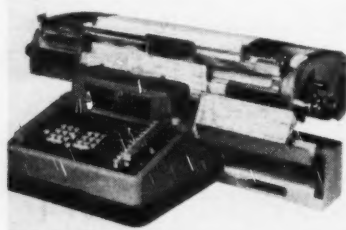
ANN MERENESS

PENTRON PLAYBACK—Schools that use tape recorders as audio-teaching aids will be interested in the news that a mechanism designed solely for playing magnetic tapes is now offered by the Pentron Corporation of Chicago. This, the manufacturer claims, is the only standard stock design playback unit currently available. Elimination of the recording mechanism makes it possible to offer the new unit at a price lower than that of a combination recorder-player. A new system of multiple-unit magnetic tape instruction is now developing, involving perhaps one recorder with several playback machines.

• *Availability of pre-recorded magnetic tapes from commercial sources is making it simpler for schools to select suitable material for classroom use. The new Pentron model is, of course, suitable for playing the Gregg dictation tapes. Compactly designed and lightweight, Model PB-A2 weighs only 22 pounds. This model is \$119.50, slightly higher in the West. Full details may be secured from the Pentron Corporation, 664 N. Michigan Avenue, Chicago.*

■ Payroll Accounting Machine—

Development of a new accounting machine that uses a narrow check stub and reduces the overall size of pay statements by at least eight inches was announced by the Underwood Corporation. The simplified Underwood Sundstrand payroll accounting machine does away with horizontal "spread" statements of the telescopic folding variety and lists as many as 16 earnings and deductions vertically on a stub 3½ inches wide. The preparation of an employee's pay statement, tax records, and a complete pay journal becomes a



single operation with the adoption of a compact column form with space for 20 totals or control balances.

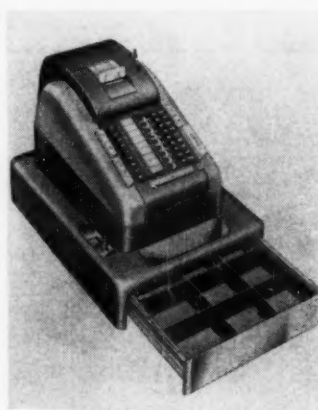
Automatic selection of registers is possible with no need to depress register selection keys. The completed check is automatically ejected and stacked numerically in a check bin.

Amounts are entered by "writing" the figures as would be done with a pencil. The machine automatically selects the proper decimal position for each digit. Other automatic features include: voiding of pay checks when deductions exceed earnings, consecutive numbering of checks, printing of dates, form alignment, opening and closing of front feed carriage, check protection, and printing of all balances, stored column totals or sub totals.

These features, with the ten-key keyboard, are designed to make operation easier. This new Underwood Sundstrand payroll accounting machine will soon be on the market. For when and where and prices, write to the Underwood Corporation, One Park Avenue, New York City 16.

■ Clary Electric Cash Register—

The Clary Multiplier Corporation has expanded its business machines line with the addition of a new model, a "field-designed" heavy-duty electric cash



register, now being stocked by your dealer. The new model is a duplex bookkeeping register, itemizing and receipt-printing, that incorporates the findings of a country-wide survey of retail cash operations. This multiplier converts into adding-subtracting machine at the flick of a finger, we are told, and it is within the price range of the small-business merchant. The manufacturer (San Gabriel, California) will gladly answer your questions.

■ Correction, Please—

This department would like to correct an error of address appearing in the February column. In reporting on the Telectro-Tape Recorder-Player, the city was given as New York, instead of Long Island City. If interested in the machine, please contact the Telectro-sonic Corporation at 35-18 37th Street, Long Island City 1, New York.

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Junior OGA Test

A FOX, dancing gayly around a well, suddenly lost his footing and fell in. Though it was not very deep, he¹ could not jump out again. As he sat trying to decide what to do next, a thirsty Goat peered into the well.

"How² is the water?" asked the Goat.

"Fine!" said the Fox, "jump in and drink your fill."

So the silly Goat jumped in; and, as quick as³ a wink, the Fox leaped to the back of the Goat and then to the edge of the well—and out.

As the Goat cried for help, the⁴ Fox danced away laughing.

The moral—look before you leap!
(90)

OGA Membership Test

THINGS that are always tripping self-depreciating, negative men get out of the way of the vigorous,¹ affirmative man. We often hear it said of a man, "Everything he undertakes succeeds," or "Everything² he touches turns to gold." By the force of his character and the creative power of his thought, such a man wrings³ success from the most adverse circumstances. Confidence begets confidence.

Just as the savage Indian thought⁴ that the power of every enemy he conquered entered into himself, so, in reality, *does⁵* every conquest add to the conqueror's power. A man who carries an air of victory radiates assurance⁶ and imparts to others confidence that he can do the things he attempts. (134)—Adapted from "Peace, Power, and Plenty," by Orison Swett Marden.

Electrifying Announcement!



Here is IBM's great, new "teaching typewriter"—the result of 21 years of electric, and *only* electric, typewriter manufacture!

Comparison tests continually show IBM's are preferred by teachers for beginning, advanced and remedial instruction. And the trend to electrics in business supports this teacher preference for IBM's in their typing classes.

The IBM's many new and exclusive features will more than ever stimulate students, make teaching easier and more rewarding.

Before replacing *any* present typewriters, see the exciting new IBM. For full information, write:

International Business Machines, Dept. BE-2,
590 Madison Avenue, New York 22, N. Y.

A New



Electric Typewriter



***"Nationals* save us their cost every 9 months."**

—CHRIS-CRAFT CORPORATION, Algonac, Mich.

"World's Largest Builder of Motor Boats"

"The launching of our 'boat kit' business two years ago increased our Accounts Receivable more than 50%. Resulting congestion ended when we installed National Accounting Machines with Electric Typewriter.

"In addition to saving 111 hours per month on Accounts Receivable, our Nationals' great versatility enables us to keep current on Accounts Payable and Daily Sales Analysis and Distribution—and still have valuable time left over for General

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"Nationals save us their cost every 9 months. Our operators like them because they're so easy to learn and so easy to operate that jobs are done on time with less effort."

Jay W. Smith
President

Regardless of the size of business, there is a National System that cuts costs, pays for itself, and then continues savings as handsome annual profit. National's exclusive combination of features does up to 3/4 of the work *automatically*. Let your nearby National representative show what you can save with National Machines suited to *your* needs.

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